

# Paoli Community Garden



F180 Survey of Practice with Youth and Families

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## PARTNERSHIP OBJECTIVES

To increase programming for children at the community garden while increasing adult understanding of developmental milestones. To create programming that provides healthy, social, nature-oriented activities.

## PROGRAM SUMMARY

In coordination with the Center for Rural Engagement the F180 Survey of Practice for Youth and Families class engaged with the town of Paoli to develop a series of garden lesson plans to facilitate the delivery of developmentally appropriate activities for youth ages 3 to 16.

The course instructor built intentional classroom learning tools into the class to:

1. Increase student awareness of the community,
2. Engage in active discussion about working in a rural communities,
3. Connect competencies from the Child and Youth Care Certification Board to ethics, developmental states, and community education
4. Actively engaging in the development of a detailed community summary to

## ENGAGEMENT STEPS

1. **PLANNING AND ENGAGEMENT:** Getz agreed to partner after communications with SHC staff, worked with community partners to develop a Scope of Work (Appendix X), exchanged emails and phone calls with the community partner, attended a community meeting in Paoli, and visited the community garden location.

During the visit, Getz identified an opportunity to assist the community by providing an updated sign for the garden. The Paoli Community Garden was in need of a new sign to draw attention to the garden, as it is not easily seen from the road. A request was made to the SHC staff, and a template for the garden sign is part of the deliverables for the project.



2. **FINAL PRODUCT COMPILATION AND DELIVERY**

- a. The final deliverables for the project include:
  - i. Electronic file with 29 Garden lesson plans for ages 3 – 18
  - ii. Lesson plans to be printed, laminated, and placed in a binder for inclusion in the Paoli Garden shed
  - iii. A draft sign to be printed on a plastic banner for installation on the existing sign
  - iv. A snapshot of the data collected by the class to increase understanding of the issues in the Paoli community
  - v. A summary of student reflections on learning a result of their engagement in the partnership

This project was completed as an integrated part of the F180 Survey of Practice with Youth and Families, the students who submitted work and gave consent for their names to be included in the project are:

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## AGES 3 – 5

### DEVELOPMENTAL MILESTONES

Skills such as naming colors, showing affection, and hopping on one foot are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like crawling, walking, or jumping).

As children grow into early childhood, their world will begin to open up. They will become more independent and begin to focus more on adults and children outside of the family. They will want to explore and ask about the things around them even more. Their interactions with family and those around them will help to shape their personality and their own ways of thinking and moving. During this stage, children should be able to ride a tricycle, use safety scissors, notice a difference between girls and boys, help to dress and undress themselves, play with other children, recall part of a story, and sing a song.

### POSITIVE PARENTING TIPS

- Following are some of the things you, as a parent, can do to help your preschooler during this time:
- Continue to read to your child. Nurture her love for books by taking her to the library or bookstore.
- Let your child help with simple chores.
- Encourage your child to play with other children. This helps him to learn the value of sharing and friendship.
- Be clear and consistent when disciplining your child. Explain and show the behavior that you expect from her. Whenever you tell her no, follow up with what he should be doing instead.
- Help your child develop good language skills by speaking to him in complete sentences and using “grown up” words. Help him to use the correct words and phrases.
- Help your child through the steps to solve problems when she is upset.
- Give your child a limited number of simple choices (for example, deciding what to wear, when to play, and what to eat for snack).

Taken from CDC (2019) Positive Parenting Skills and Development

<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/preschoolers.html>

## EXPLORING TEXTURE AND COLOR THROUGH GARDENING

**Age Group:** 3-5 years

### Learning Objective

- Giving parents a resource to teach their toddlers about colors and textures through nature
- Getting toddlers introduced to the natural colors, shapes, textures/feelings of nature around them through gardening

**Instructional Approach:** Active engagement and hands on learning

### Materials Needed:

- Nontoxic finger paint
- Styrofoam cups
- Colored Popsicles sticks
- Seeds and Soils
- Pre-grown flowers in multiple colors
- Medium sized flat rocks-for handprints



Time: Minutes	Instructions
10	<ul style="list-style-type: none"> <li>• Have the kids personalize their Styrofoam cups by finger painting the outside (they'll most likely just smear a bunch of colors on it, that's okay encourage them to do that). Let dry and clean their hands</li> </ul>
15	<ul style="list-style-type: none"> <li>• Fill about 3/4ths of the Styrofoam cups with soil. Encourage the kids to feel the soil in their hands. Help them describe the textures they are feeling.</li> <li>• Dig a hole in the middle of the soil, place the pre-grown flower inside, and gather the soil back around at the base of the flower. As you do this, talk to your child about the color of the flower. Let them feel the petals and leaves</li> <li>• You can also plant the seeds in other soil cups as well</li> </ul>
10	<ul style="list-style-type: none"> <li>• Get one of the medium rocks</li> <li>• Dip your child's palm in the paint (whatever color they choose)</li> <li>• Press their palm against the rock, forming a handprint and let dry</li> <li>• Wherever you decide to put your plant, rest the rock with the handprint against/with it</li> </ul>

### Gardening Facts

- Soil/dirt is filled with tiny creatures/bugs and "good stuff" (minerals) that help flowers grow
- Flowers get their food from the sunlight-this is called photosynthesis

### Development Considerations

- Kids this age are just beginning to learn colors and other describing words, repeating and asking them to say/sing colors and words helps them to learn
- This activity can help kids describe how things feel, better vocabulary

## MAKE THE WORLD A LITTLE BIT GREENER!

**Age Group 3- 5 years**

### Learning Objective (middle level):

I want the students to be able to fully understand the steps that are given

The students should be able to explain the steps that are needed when gardening after everything is done

Learn how these plants/flowers grow

What success it can all cause at the end



### Assessment (lower level):

What happens when planting? Why do we need to plant more things?

Reasons why gardening is important? Steps that need to be taken through the whole project

Why we need to garden more?

**Instructional Approach:** Hands on

### Materials Needed:

Clay   Compost or Potting Soil   Seeds

Time: Minutes	Instructions
10	Combine the clay and compost. Add a little water if your mixture is dry. The mixture should be moist but not dripping wet; similar to the consistency of cookie dough.
10	Add the seeds to the clay and compost. Thoroughly work the materials together with your hands.
10	Shape the mixture into balls about the size of a golf ball.
10	Find areas to plant these that could use a little green in certain areas. Dig a hole. Then toss your ball directly into bare soil. Make sure it has water.
NONE	HAVE FUN !!!!!



**Facts** <https://kidskonnnect.com/science/gardens/>

Caring for the garden is done by watering and removing weeds

Insects are very important to the garden's success

Sunlight is very important for the flower's growth

Water is an essential for the flower

Gardens are an important part of people's life today and especially in the past. People rely on gardens to produce their food and give them a source of income.



### Development Considerations

Youth this age:

Want to please the ones around them and to be like their friends

Likes to do a lot of movement such as sing, dance, and act

Can tell if something is real or fake and can be demanding

Need to learn how to work together

Let them know that this is for fun and not a competition

Allow breaks for moving and running/dancing

Let them know that they are planting real flowers and respond well to rules/structure

## COMMUNITY ENGAGEMENT BY PLANTING BEANS

**Age Group:** 5+

**Learning Objective (middle level):**

- Learn how plants grow
- Learn about basic photosynthesis
- Learn basic direction following skills and social skills

**Assessment (lower level):**

- How will they demonstrate success: by planting the bean
- They follow directions and socialize
- They show interest in the activity and the prospect of making a bean plant which leads to engagement



**Instructional Approach:** Instruction, planting, presentation

**Materials Needed:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Cotton balls</li> <li>• Beans</li> </ul> | <ul style="list-style-type: none"> <li>• Clear Paper/plastic cups</li> <li>• Finished products to show off</li> <li>• Spray bottle of water</li> </ul> |
|---|--|

**Time:**  
**Minutes**

**Instructions**

5	Line up the children and pass out materials as they walk past
5	Place cotton balls on the bottom of the cup, about 1/3 full
5	Place the bean on the side of the cup beneath the cotton balls
5	Spray the cotton balls with water until damp
5	Display the finished products and how they will look in the future. Have the kids check the beans periodically throughout the program to see how the bean grows

**Facts**

- Source: <https://www.cdc.gov/ncbddd/actearly/milestones/milestones-5yr.html>
- Children at this age wants to please friends and They want to be like their peers
- They are more likely to agree with rules
- They will sing, dance, act, are Aware of gender
- They can tell what is real/make believe
- Shows more independence and Can be demanding and sometimes very cooperative

**Development Considerations**

- This activity will help kids develop skills to follow directions
- It will also give them a no-pressure situation where they are encouraged to ask questions and interact with their peers

## FLOWER POT PAINTING

**Age Group:** 5-6 years old

### Learning Outcome (highest level):

Children will paint flowerpots in order to develop fine-motor skills as well as creative thinking.

### Learning Objective (middle level):

- Design unique, colorful flower pots
- Recognize how donating the flower pots help the community
- Establish how to mix colors
- Demonstrate self-expression

### Assessment (lower level):

- Establish how to create custom flower pots on a budget
- Performed in small groups
- Present information while they are painting

**Instructional Approach:** Interactive Instruction

### Materials Needed:

- Different sizes of paint brushes
- Paint
- Bowls with water
- Paper towels
- Flower pots



Time: Minutes	Instructions
10 minutes	Introducing the project including the location of the materials as well as painting instructions.
Remainder of the Time	Kids will be painting their pots. While they are doing this, they will be told how their pots will benefit their community and environment while one walks around the room offering assistance
Last 10 Minutes of Class	Have kids clean up. While they're doing this again express the importance of why they are doing the activity

**Facts**

Flowers come in just about every color of the rainbow

Some flowers are used in medicines we take to make us feel better when we are sick

Fruits and vegetables start out as flowers

A group of plants called herbs make our food taste better

**Development Considerations**

- Pays more attention to friendships and teamwork
- Learns better ways to describe experiences and talk about thoughts and feelings
- Shows rapid development of mental skills
- Has a need for accomplishments to be recognized

## DIY TIN CAN BIRD FEEDERS

**Age Group:** 6 – 8

**Learning Outcome (highest level):**

Community: Provide tools to support active positive engagement at the Paoli Community Garden

**Learning Objective (middle level):**

Outline the steps to make a bird house

Describe the importance of reusing/recycling

Identify the importance of birds to nature

**Assessment (lower level):**

Building tin can bird feeder

Describing the information taught to their peers

**Instructional Approach:** Instruction, creating bird feeders

**Materials Needed:**

- Tin can
- Paint brush
- Paint
- Sturdy string/yarn
- Bird seed
- Popsicle sticks
- Hot glue gun/ other sturdy glue



**Time:**  
**Minutes**

**Instructions**

5

Before starting activity, set up stations with everything the children need. Each should have their own seat/area and materials

Explain the importance of birds and recycling

5

Then Instruct children to:

Decorate their tin can with the paint

5

Glue each of the string on the same side of the can. One end should be glued by the opening of can the other by the bottom

5

Hot glue a popsicle stick to the opposite side of the can of the string. The popsicle stick should be glued to the inside, halfway sticking out (allowing the birds to rest on this to eat the food inside Fill with bird feeder and hang outside

**Facts**

## Birds

- Eat insects – some which may be harmful to gardens
- Help pollinate the plants and flowers

## Reusing/ Recycle

- Reduces the amount of waste
- Reduces the amount of pollution
- Overall benefits the environment

**Development Considerations**

- Children love to be creative – painting their own tin can
- Short attention span – activity is short and facts about recycling and birds will be simple
- “Like to have independence” (CDC) – they can do the activity by themselves
- “Have less focus on one’s self and more concern for others” (CDC)
- “Continue to develop social skills like empathy and compassion” (APA)

## MAKE A MUD PIE!

**Age Group:** 3-5

### Learning Objective (middle level):

Identify what is in the soil.

### Assessment (lower level):

Using the tactile sense to inspect different minerals throughout the mud that come from rocks.

**Instructional Approach:** Active engagement and hands on learning

### Materials Needed:

- Different types of soil with varying amounts of sand, silt and clay
- Water and table covering (if completing indoors)

### Time

### Instructions

- | Time | Instructions  |
|------|---|
| 5    | ☑ Gather an assortment of types of soils with varying amounts of sand, silt and clay.   |
| 5    | ☑ Take a small clump of soil and add water until it makes a moist ball.   |
| 5    | ☑ Begin to shape the ball into a pie. Help your child observe that some types of soil make better pies than other.  |
| 5    | ☑ Explain that how well the pies stick together actually tell us about the 'ingredients' of the soil. If the soil molds easily, then it has a lot of clay in it (sticks together well). If it crumbles in your hand, then it contains a lot of sand. If it is somewhere in between, then the soil is probably a mix of sand, silt, and clay. ☑ For older children, explain that these soil properties can also impact how well the plants in our garden grow. |

### Facts

The proportion of the different-sized mineral particles affects the amount of air, water, and nutrients available to plants, as well as how the soil “behaves.” The smaller the soil particles, the more they bind together when wet. Thus, clay soils can be sticky and difficult to work. They drain poorly and have less pore space for air, so roots may suffer from a lack of oxygen. However, clay soils are often rich in plant nutrients. In contrast, sandy soils can drain water too quickly for healthy plant growth and tend to be low in nutrients, but they are easier to work. Adding organic material can offset many of the problems associated with either extreme (KidsGardening, 2017)

### Development Considerations

Sensory development is crucial during child development. It allows children to understand the world around them and experience it in a very unique way. This activity is all sensory based, because the child will be able to feel through sandy and clay soils. By the end of this activity, children should be able to differentiate between the sandy and clay soils.



## AGES 6 – 8

### DEVELOPMENTAL MILESTONES

Middle childhood brings many changes in a child's life. By this time, children can dress themselves, catch a ball more easily using only their hands, and tie their shoes. Having independence from family becomes more important now. Events such as starting school bring children this age into regular contact with the larger world. Friendships become more and more important. Physical, social, and mental skills develop quickly at this time. This is a critical time for children to develop confidence in all areas of life, such as through friends, schoolwork, and sports.

Here is some information on how children develop during middle childhood:

### EMOTIONAL/SOCIAL CHANGES

Children in this age group might:

- Show more independence from parents and family.
- Start to think about the future.
- Understand more about his or her place in the world.
- Pay more attention to friendships and teamwork.
- Want to be liked and accepted by friends.

### THINKING AND LEARNING

Children in this age group might:

- Show rapid development of mental skills.
- Learn better ways to describe experiences and talk about thoughts and feelings.
- Have less focus on one's self and more concern for others.

### TO SUPPORT YOUR CHILD DURING THIS TIME

- Show affection for your child. Recognize her accomplishments.
- Help your child develop a sense of responsibility—ask him to help with household tasks, such as setting the table.
- Talk with your child about school, friends, and things she looks forward to in the future.
- Talk with your child about respecting others. Encourage him to help people in need.
- Help your child set her own achievable goals—she'll learn to take pride in herself and rely less on approval or reward from others.
- Help your child learn patience by letting others go first or by finishing a task before going out to play. Encourage him to think about possible consequences before acting.
- Make clear rules and stick to them, such as how long your child can watch TV or when she has to go to bed. Be clear about what behavior is okay and what is not okay.
- Do fun things together as a family, such as playing games, reading, and going to events in your community.

Taken from CDC (2019) Positive Parenting Skills and Development

<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/preschoolers.html>



## PLANTING VEGETABLES

**Age Group:** 6-8

### **Learning Objective (middle level):**

Identify edible plant to grow.

Describe and carry out the steps of growing vegetables.

Identify nutritional benefit of growing vegetables in one's own garden.

### **Assessment (lower level):**

Children will demonstrate success by the planted vegetables seeds.

Exchange of information between volunteer and children during one on one interaction and in small groups.

### **Instructional Approach:**

Demonstration of the harvested vegetables samples and instructional on planting vegetables.

### **Materials Needed:**

- Harvested vegetables as samples (optional: children can taste them)
- Garden planner/checklist (Choose a plant, gardening tools, tasks needed for our garden)
- Seed packets with planting directions on them
- Trowels and Watering cans
- Soil/dirt/compost/fertilizer

**Time:**  
**Minutes**

### **Instructions**

5-10

Volunteers gather the planting materials with help from the children and get them in a circle for introduction. The introduction explains about the planting vegetable activity and establish garden rules such as work together, share tools, walk in the garden, stay on paths. Some rules can be established together with them by asking their garden rules ideas.

5-10

Engage in conversation with the children about steps to grow vegetables and let them decide vegetables they want to grow (prepare a variety of vegetable seed types such as bell peppers, tomatoes, lettuce, spinach). Divide them into groups depending on their choice of vegetable to plant.

10-15

Start with demonstration of planting a seed by volunteers in small groups. Instruct the children to gather materials by groups and do the vegetable seeds planting together step by step.

10-15

Instruct them children to finish up and water their newly planted garden. Engage in conversation with the children in small groups on ask about their plan in taking care of the planted vegetables, when they will harvest and how they will eat them.

10-15	Finally, gather everyone back in a big circle and show children some sample of harvested vegetables that are prepared earlier. Vegetable tasting can be optional for them. Remind the children to take good care of their plants every week and they could harvest their vegetables within 6-8 weeks.
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**Facts** <https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle.html>

- The children of this group age will tend to pay more attention to friendship and teamwork
- They want to be liked and accepted by friends
- They tend to show more independence
- They will show more rapid mental skills
- Basic needs of a plant:
- Plants need sun for photosynthesis for energy
- Plants need to be watered regularly to prevent wilting in the summer sun and heat
- Plants need soil and nutrients in the soil to grow healthy and strong
- Plants need space to grow well (spaced seeds about 6-10 inches apart)



**Lifespan Development Considerations**

- Make sure to establish garden rules in the beginning and coming up with rules together with the children can be a lot of fun
- Stay alert for the safety of the children at all times
- Give clear and simple instruction that children could easily understand and follow along
- Give children their own space and control to demonstrate their creativity in gardening
- Expect the rules and activities to be run in flexibility with this group age

## MOTHER'S DAY FLOWER POTS

**Age Group:** 6-8

**Learning Outcome (highest level):**

Community: Provide tools to support active positive engagement at the Paoli Community Garden

**Learning Objective (middle level):**

- Painting terra-cotta pots
- Planting flowers in terra-cotta pots
- Watering flowers each time child is there
- Giving to mother on mother's day

**Assessment (lower level):**

- Teaching the proper technique to planting seeds
- Teaching importance of watering seeds
- documenting growth of flowers
- demonstrating progress to parents

**Instructional Approach:** hands on

**Materials Needed:**

Flower seeds (pansies are easy to grow and hard to kill)  
Water  
Soil

Terra-cotta pots  
Paint  
Paint brushes

<b>Time: Minutes</b>	<b>Instructions</b>
2	Give children one terra-cotta pot, a brush, and an assortment of colored paints
20	Tell children to paint their pots however they like with the idea of giving it to their mothers eventually
10	Give each child a few seeds, fill their pots with dirt, and help them plant the seeds

## OUTDOOR GARDEN SAFETY

**Age Group:** 6-8

**Learning Outcome (highest level):**

Community: Provide tools to support active positive engagement at the Paoli Community Garden

**Learning Objective (middle level):**

Recognize what insects and animals are more dangerous than others  
Demonstrate knowledge on simple first aid techniques  
Differentiate between a small injury and a large injury (and what to do for both)  
Identify precautionary behaviors before engaging in outdoor activities

**Assessment (lower level):**

Watch the kids take part in activities such as insect/animal identification and first aid practice. Have them make their own Functional First Aid kits.

**Instructional Approach:** active engagement

**Materials Needed:**

- Mini First Aid Kits (to be made (band-aid, gauze, antiseptic wipes, sunscreen, hand sanitizer, small pencil case))
- Animal/Insect bingo sheets for identification (we love a good game)

**For instructor:**

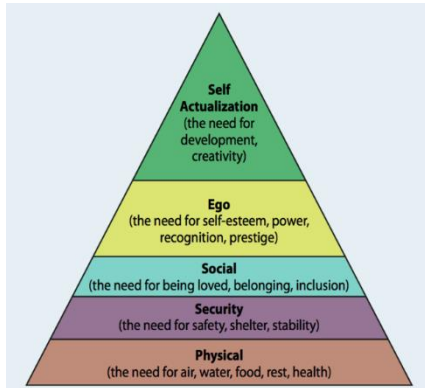
- Local Animals list (same animals that will be on the bingo activity)
- Outdoor safety factsheet (info about insects (from bingo activity), animals, and environmental dangers (wearing sunscreen mainly))
  - Playground/garden safety specifically for the community garden
  - First Aid Fact Sheet—info about included materials and their usage

<b>Time: Minutes</b>	<b>Instructions</b>
~10 minutes	Start with fact sheet and asking kids what they know about local animals and insects.
~10 minutes	Do bingo/coloring activities where the kids will color the sheets and then play a few games of bingo where they have to basically identify the animal/insect based on its description.
~10 minutes	Ask kids what's in a first aid kit and what they are used for in preparation for this next activity, make sure all materials that are had are identified and described. Go over playground and garden safety

~10-15 minutes	Allow children to choose which design they want their first aid case. If different designs of band aids are had, allow the children to choose which kind they want. Set up other materials in an assembly line fashion so each kid can get what they need in an orderly manner. Assemble the first aid kits
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**Facts**

**Maslow**



Falls under the physical needs on Maslow's Hierarchy because it satisfies the health section. Could also go as far to satisfy security, social, and ego because it touches on **safety**, all the children are **included** in the activity, and they have **self-esteem and power** while accomplishing the activity.

(Psychology Today, 2019)

**Local Animals**

Mosquitos- can carry diseases and also are just little buggers because they leave an itchy bump on the surface of the skin.

Bees- many children may have an allergic reaction to their sting, leave a large, painful bump on the surface of the skin. May need an adult's help with removing the stinger.

Racoon- Aggressive, do not approach. May carry diseases such as rabies.

Opossum- nice animals, Americas only marsupial! Don't approach, can get aggressive when nervous.

Squirrels and Chipmunks- have sharp claws, may get aggressive if approached.

**First aid materials and functions**

Band-Aids- cover small cuts, scrapes, and bug bites

Gauze- to be used with larger cuts to stop bleeding and protect from outside exposure

Antiseptic wipes- to use before covering an injury to help prevent infection

Sunscreen- protects individuals from UVA and UVB waves. Apply every 30 minutes for best protection and results

Hand sanitizer- most kill 99.9% of germs  
Small pencil case- holds all the materials

**Pictures of Final Product:**

Honestly I didn't look up any examples of mini first aid kits. I just thought of it myself and how it could be made. So, it'll literally just be a little pencil case (or one of those soap bar cases, whatever works best for pricing) filled with first aid products.

<p><b>Development Considerations</b></p> <ul style="list-style-type: none"> <li>• Five Year olds have an interest in:</li> <li>• Wants to please friends</li> <li>• Wants to be like friends</li> <li>• More likely to agree with rules</li> <li>• Speaks very clearly</li> <li>• HIGH ENERGY</li> <li>• Impatient</li> <li>• Egocentric</li> </ul>	<ul style="list-style-type: none"> <li>• Counts 10 or more things</li> <li>• Uses a fork and spoon and sometimes a table knife</li> <li>• Will be a range of concentration from 15 minutes up to an hour(CDC, 2019)</li> <li>• Good motor control but small muscles not completely developed so may fall often when trying to jump around.</li> </ul>
<p><b>Emotional/Social Changes</b></p> <p>Children in this age group might:</p> <ul style="list-style-type: none"> <li>• Show more independence from parents and family.</li> <li>• Start to think about the future.</li> <li>• Understand more about his or her place in the world.</li> <li>• Pay more attention to friendships and teamwork.</li> <li>• Want to be liked and accepted by friends</li> </ul>	<p><b>Thinking and Learning</b></p> <p>Children in this age group might:</p> <ul style="list-style-type: none"> <li>• Show rapid development of mental skills.</li> <li>• Learn better ways to describe experiences and talk about thoughts and feelings.</li> <li>• Have less focus on one's self and more concern for others (CDC, 2019)</li> </ul>

## LET'S FEED THE BIRDS!: HOMEMADE BIRD FEEDER

**Age Group:** 4-6 year old

**Learning Outcome (highest level):**

Community: Provide tools to support active positive engagement at the Paoli Community Garden

**Learning Objective (middle level):**

**Discover** what birds eat

**Illustrate** ways to work with animals in our environment

**Discuss** different birds that populate their community and why they are important for our environment

**Assessment (lower level):**

Making the birdfeeder

Watching their creation by used by nature

Hanging up multiple birdfeeders the members made

**Instructional Approach:** Show example, Hands on, Active engagement,

**Materials Needed:**

- Pine Cones (w/strings already attached)
- Small bowl of Peanut Butter
- Cup of Bird seeds
- Paper Plates
- Popsicle Sticks
- Wipes (clean hands)

Time	Instructions
5	-Set out materials for each kid and place in front of them
5	<ul style="list-style-type: none"> <li>• Explain instructions on how to create the bird feeder</li> <li>• Show them before they begin</li> <li>• Take the pine cone and with your popsicle stick put peanut butter all over the pinecone</li> <li>• Then roll the pinecones in the bird seeds</li> </ul>
10- 15	<ul style="list-style-type: none"> <li>• Allow the members to make them!</li> <li>• Walk around, help if necessary</li> <li>• Give wipes out to clean their hands</li> </ul>
10	<ul style="list-style-type: none"> <li>• Walk outside as a group and tie the pinecones to the trees</li> <li>• Outside talk about different types of birds that will eat these bird feeders and discuss the importance birds bring in our environment (describing in simple words)</li> </ul>

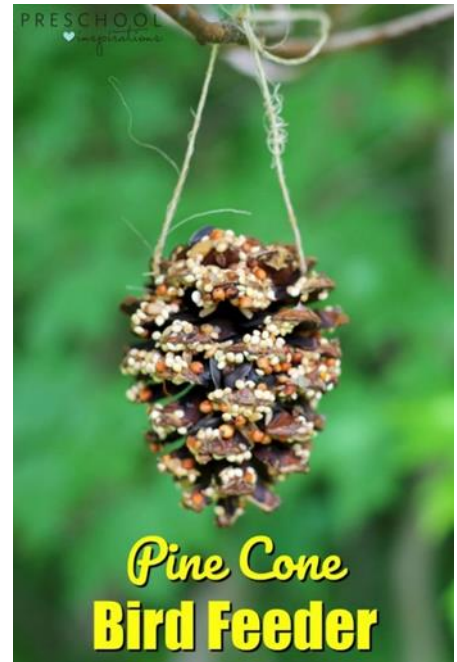
- Clean up! Make sure to celebrate with them!

### Facts

- Basic Birds that live in Indiana and facts to tell the members to help them with connection:
- Cardinal (our state bird)
- Bluebird (if you kiss your thumbs when you see a bluebird, it'll give you good luck)
- Robins (connect with Batman's sidekick Robin)
- Dove (are the very loud whistling birds...maybe practice whistling)
- Hummingbirds (don't eat seed, but rather nectar from flowers) ([Indiana Audubon](#), 2019)

### Importance of Birds



- Pollinate plants
- Disperse seeds
- Recycle nutrients back into the Earth
- Brings beauty to our world! ([Audubon](#), 2019)



### Development Considerations ([WebMD](#), 2019)

- Speaking clearer with more complex sentence
- Understands a two to three-part command (Put your book away, brush your teeth, and then get in bed)
- Greater attention span and Use a fork and spoon
- Shares and takes turns with other children (most of the time)
- Understands and obey rules
- Becoming more independent
- Expresses frustration with a task verbally



<b>BIRD FEEDER MAKING!</b>		
<b>Age Group:</b> 5-7		
<b>Learning Outcome (highest level):</b> Community: Provide tools to support active positive engagement at the Paoli Community Garden		
<b>Learning Objective (middle level):</b> Describe what a bird eats Identify ways to attract birds and make them comfortable Select objects within the garden to help create the feeders and understand what gardens consist of		
<b>Instructional Approach:</b> hands on activity for children, support and encouragement from adults, demonstrations and picture help when needed		
<b>Materials Needed:</b>		
<ul style="list-style-type: none"> <li>• Milk jug or other larger recycled containers</li> <li>• Paint, markers, paper, stickers, other decorative materials as desired</li> <li>• Scissors</li> <li>• Glue</li> <li>• Wire or twine (for hanging purposes)</li> <li>• Birdseed</li> <li>• Flowers and sticks and possibly other materials kids can find or think of from garden</li> </ul>		
<b>Time: Minutes</b>	<b>Instructions</b>	
5	Discuss birds and what they eat, what is a birdfeeder? Have you seen one before? Do you have one? How do you think we can make one? What would we need?	
10	Let each child choose a milk jug or other container that is provided and guide them with washing the container and peeling off any labels. Then instruct them to cut (or help them cut) windows in the jug so that the bird can have access to the food. They can be creative with this. Next puncture two holes in the top on opposite sides to make a handle with the wire.	
10	Next, go out into the garden and find sticks or flowers children may want to include on their feeder. These can be used as a perch for the bird when they feed or as a little roof on top or decoration. Flowers can be a way to attract birds. Guide them towards discovering this on their own and allow them to find what they like (that is allowed of course). Creativity and	

the control is with them. Ex: "What do you think we can use to attract birds? How can we help the birds feel comfortable while they eat?"

20 Now it is time to decorate! Children may need help with the perches as those can be confusing or complicated to get attached but it is all a creative process and how they want it. Encourage them that there is no right or wrong and to do what they think is best for the bird. They can use paint to decorate and other materials provided as well and have fun with it!

When finished decorating tell them to fill the bottom of the jug with birdseed and then the bird feeders are ready to go and be enjoyed by all the birds! Kids can take them home and watch as birds come and enjoy their creation



### Facts

Best time to feed is in winter when birds struggle to find food naturally, but they can benefit year round  
Squirrels love bird feeders too so be careful!

Fruit and nectar can attract birds also

<https://blog.nwf.org/2011/05/a-beginner%E2%80%99s-guide-to-backyard-bird-feeding/>

### Development Considerations

- Show more independence from parents (will try to do things on their own, but will need support)
- Pay more attention to friendship and teamwork
- Rapid development of mental skills
- Seek praise and encouragement when working
- Give them some space to explore and learn on their own, but observe them and guide when necessary since they like to be independent, but can make risky choices
- Encourage them to ask for help when needed
- Be positive and smile- if you are happy and relaxed, they will be to!

<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle.html>

## GROWING STRAWBERRIES FROM SEEDS

**Age Group:** 5-8

**Learning Outcome (highest level):**

Community: Provide tools to support active positive engagement at the Paoli Community Garden

**Learning Objective (middle level):**

Identify when the best time to plant the strawberries is.

Work confidently and cooperatively within a group.

Will be able to use 3-5 gardening tools after this project.

**Assessment (lower level):**

It will be determined if the children can be able to plant seed on their own.

**Instructional Approach:** Getting children to be involved, using a strawberry to show how it will look like when it grow out.

**Materials Needed:**

- Watering can
- Potting mix
- Liquid fertilizer
- Strawberry crowns or seedlings
- Potting mix



Time: Minutes	Instructions
1-2 weeks	We going to use seed tray and spoon to use especially filling ray will smaller cells. And let the kids water the compost before adding the seeds. Make a play zone with a tray compost and some trowels to dig with so that the kids can enjoy along.
5	Check which good seeds to plant. Play a game to make kids guess which a good seeds to plant is.
5	They will get the strawberries seeds from strawberries that will be provided,
15	Count out the seeds and place about 1-3 in each pot. Each kids will write their own seeds labels the perfect way to practice writing.  A presenter will show the kids how to plant a strawberries and then the children will be allowed to try and see if they can remember to do own their own.
15	After all we will talk about the benefits of growing strawberries and what others ways you can grow strawberries. And Kids will first taste strawberries so that way they know what to expect when it grows.

**Facts**

- It takes four to six weeks after the plants blossom. Beginning in late spring through the summer.
- Strawberries are the first fruit to ripen each spring.
- There are 200 seeds on an average strawberry.
- According to the U.S. Department of Agriculture, Americans eat an average of 3.4 pounds of fresh strawberries every year.

**Development Considerations**

- Gardening is a great physical development activity.
- You can build a bond with a children and create memories from experiences in the garden.
- Kids are willing to try new foods if they have been involved in growing it.

## CRITTER FEEDERS!!

**Age Group:** 6-10 years

### Learning Objective (middle level):

Kids understand the steps to the activity.

Kids can discuss the importance of insects, butterflies, and birds to the community garden.

Kids identify ways to attract the critters.



### Assessment (lower level):

Kids successfully complete the feeders.

Kids can answer questions when asked during the observation portion of the lesson.

**Instructional Approach:** Provide the kids with a step by step approach to creating their feeders and then communicate to them the importance of these creatures to the garden!

Butterflies help pollinate the flowers

Birds eat insects that might harm the plants

PLUS, it is fun for us to watch them in nature!

### Materials Needed:

- Empty toilet paper rolls (you can also use pinecones)
- Peanut butter
- Birdseed
- String or Yarn (optional)
- Oranges and/or Bananas
- Paper plates
- Colored pencils



**Time:**  
**Minutes**

### Instructions

5

Split the kids into two groups.

Group 1 will make bird feeders and Group 2 will make butterfly feeders

5

Pass out the toilet Paper rolls to group 1 and Paper plates to group 2.

Instruct Group 1 to spread a thick layer of peanut butter on the outside of the roll  
Group 2 color paper plates with bright colors to attract the butterflies

5

Pour birdseed onto a paper plate and allow Group 1 to roll their peanut butter rolls in the seeds until all sides are covered.

5	Cut oranges one way into circular slices    Slice bananas long-ways Pass out fruit slices to Group 2    Kids in group 2 arrange fruit slices on their plates
5	Tie toilet paper rolls to branches using string (you can also skip the string and just slide the roll onto a branch) Place plates on the ground throughout the garden
<b>Facts</b> <ul style="list-style-type: none"> <li>• Butterflies like bright colors, in particular reds, oranges, yellows, pinks, and purples.</li> <li>• Just like bees, butterflies pollinate flowers by picking up pollen on their legs when they land to collect the nectar. They help keep our plants healthy!</li> <li>• Birds eat insects that will harm the plants in our garden. Making these bird feeders is a good way to protect our plants in nature!</li> </ul>	
<b>Development Considerations</b> <ul style="list-style-type: none"> <li>• Teamwork – forming positive bonds with peers</li> <li>• Learning to share</li> <li>• Interest in drawing and painting, individual creative ideas</li> <li>• Increasing capacity for hobbies and focused activities</li> <li>• More graceful, can jump, skip, and chase</li> </ul>	<ul style="list-style-type: none"> <li>• Can use tools</li> <li>• Reads more and enjoys reading</li> <li>• Can name months and the days of the week</li> <li>• Enjoys collecting objects</li> <li>• Enjoys competition and games</li> <li>• Becoming interested in boy-girl relationships</li> </ul> <p><a href="https://www.stanfordchildrens.org/en/topic/default?id=the-growing-child-school-age-6-to-12-years-90-P02278#XJ0z8KrCq3M.link">https://www.stanfordchildrens.org/en/topic/default?id=the-growing-child-school-age-6-to-12-years-90-P02278#XJ0z8KrCq3M.link</a></p>

## BUG HUNT

**Age Group:** 5-9 Years

**Learning Outcome (highest level):**

Community: Provide tools to support active positive engagement at the Paoli Community Garden

**Learning Objective (middle level):**

1. State the names of different bugs that they find in the garden.
2. Identify which bugs are helpful and harmful to the garden.
3. Draw basic depictions and describe bugs.

**Instructional Approach:** Teach the kids about basic bugs by creating an adventurous environment and making them want to explore.

**Materials Needed:**

- Notepads
- Pencils
- Small jars
- Plastic handheld shovels

**Time:  
Minutes**

**Instructions**

15

Introductions of instructors and Directions  
Create Small groups

15

Take the bug tour around the garden with notebooks and pencils to draw bugs that we see.

10

Swap out notebooks and pencils for small jars and hand-held shovels to collect their favorite bug and continue their search.

10

Kids will talk about what they learned and talk about their favorite bugs as a whole group.  
Talk about what they liked or didn't like.

**Facts:**

- Interacting socially is a catalyst for learning youth.
- Being outdoors is pivotal for children developmentally.
- This activity meets the psychological and self-fulfillment needs for the children.
- Aphids, Lady Bugs, Bees, and Ants are all common garden bugs.



<p><b>Development Considerations:</b></p> <p>More clear speech amongst groups.</p> <p>Develop patience while searching.</p> <p>Recognize certain bugs from first glance.</p> <p>Establish better relationships with peers.</p>	<p>Bug hunt will help the kids with things they struggle with developmentally such as:</p> <p>Increasing attention span.</p> <p>Following precise directions.</p> <p>Being cooperative.</p> <p>Listening to others. (both adults and peers)</p> <p>Using clear language to express their findings.</p> <p>Expanding cognitive skills.</p>
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## AGES 8 – 12

### DEVELOPMENTAL MILESTONES

Your child's growing independence from the family and interest in friends might be obvious by now. Healthy friendships are very important to your child's development, but peer pressure can become strong during this time. Children who feel good about themselves are more able to resist negative peer pressure and make better choices for themselves. This is an important time for children to gain a sense of responsibility along with their growing independence. Also, physical changes of puberty might be showing by now, especially for girls. Another big change children need to prepare for during this time is starting middle or junior high school.

### EMOTIONAL/SOCIAL CHANGES

- Start to form stronger, more complex friendships and peer relationships. It becomes more emotionally important to have friends, especially of the same sex.
- Experience more peer pressure.
- Become more aware of his or her body as puberty approaches. Body image and eating problems sometimes start around this age.

### THINKING AND LEARNING

- Face more academic challenges at school.
- Become more independent from the family.
- Begin to see the point of view of others more clearly.
- Have an increased attention span.

### POSITIVE PARENTING TIPS

- Spend time with your child. Talk with her about her friends, her accomplishments, and what challenges she will face.
- Be involved with your child's school. Go to school events; meet your child's teachers.
- Encourage your child to join school and community groups, such as a sports team, or to be a volunteer for a charity.
- Help your child develop his own sense of right and wrong. Talk with him about risky things friends might pressure him to do, like smoking or dangerous physical dares.

- 

Taken from CDC (2019) Positive Parenting Skills and Development  
<https://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/preschoolers.html>

## FLOWER POWER

**Also note this activity can work with almost any age group**

### Learning Outcome (highest level):

Community: Provide tools to support active positive engagement at the Paoli Community Garden

### Learning Objective (middle level):

Demonstrate an understanding on how to care for plants  
 Explain why plants / gardening is important  
 Produce a garden with flowers and/or vegetables



### Assessment (lower level):

Planning and creating a garden with the children

**Instructional Approach:** Hands on / active learning

### Materials Needed:

- Plants / seeds → bulk plants are cheaper
- Shovels → keep in mind the kids may just want to use their hands
- Water
- Plot of land



### Time: Minutes

### Instructions

15

**This is an activity that will stretch over a span of months.**

Teach about the importance of gardening and the basics of how:

Environmental benefits → preserves wildlife (Bees!) and helps combat greenhouse gases

Community benefits → Fresh food, provides a pretty place within the town

Individual benefits → Accomplishment & reasonability

The outcomes of it → pretty flowers / good, healthy food

15

Show them how to do it / what they need to do:

How to dig a hole / how deep to

Carefully put the plant or seeds in the hole

Cover / fill hole

Water as needed



30

Help them while they plant; walk around & make sure plants are being planted properly, help those who need / ask. In order to insure the best chance of growth, it's important the plants are planted correctly. Planting can be not so fun if its hot out, make it a game or sing songs while planting. Make sure to have water on hand for the hardworking kids!

20

Teach them how to tend the garden and why it needs to be tended after we plant:

Weeding: teach how weeds can / do take nutrients from the plants

	<p>Watering if it doesn't rain: go over why it's needed if it doesn't rain &amp; why it is if it doesn't:          Why do plants need water?          Maybe fertilize? Compost works great for this and is super easy to begin! → can also act as a mini lesson; compost is great for the environment!</p>
15	<p>Hopefully harvest the plants with them:          If they are successful, show them how their hard work paid off with pretty flowers or yummy foods.          If there is enough product, could possibility do a mock mini farmers' market where the kids 'sell' the vegetables! Also, a great way to add on to the feelings of accomplishments &amp; responsibility.</p>
<p><b>Facts:</b></p> <p>Helps w sensory development          Teaches responsibility / patience          Social skill development          Helps provide the lowest level of Maslow's needs (Food)          Also helps provides for the third (friendship), and the fourth (feeling of accomplishment)  <a href="https://www.earlylearningfurniture.co.uk/blog/benefits-of-gardening-with-kids.aspx">https://www.earlylearningfurniture.co.uk/blog/benefits-of-gardening-with-kids.aspx</a></p>	
<p><b>Development Considerations:</b></p> <p>Age group          Understanding of plants / gardening          Skill levels – motor skills          Attention spans          Home lives</p>	

## BIOME IN A BOTTLE

**Age Group:** 8-12

**Learning Outcome (highest level):**

Community: Provide tools to support active positive engagement at the Paoli Community Garden

**Learning Objective (middle level):**

Understand the basic workings of a biome

Create opportunity of responsibility for maturing youth

**Assessment (lower level):**

Completed Bottle Ecosystem, capable of holding water, fish, and plants.

**Instructional Approach:** Hands On

**Materials Needed:**

- 2 liter bottles (Recyclable)
- Scissors
- Coffee Filters (\$1.79/ 200 ct.)
- Water
- Plants/Seeds of choice, of reasonable size (prices vary per plant choice/ preference)
- Tank pebbles/gravel (2-5.49/ 5lb bag) or able to be gathered from outdoors.
- Comet Goldfish (\$.16- .31/ fish)
- Fish flakes (\$1.5-3/ 1-2.5oz container)
- String (\$2.27/ 500 yds.)



**Time:**  
**Minutes**

**Instructions**

2-4 min.

Cut the top of the 2 liter off, save the more coned end of the bottle; to make the cut easier, flatten the 2-liter bottle, and cut along the perforated line.

3-5.

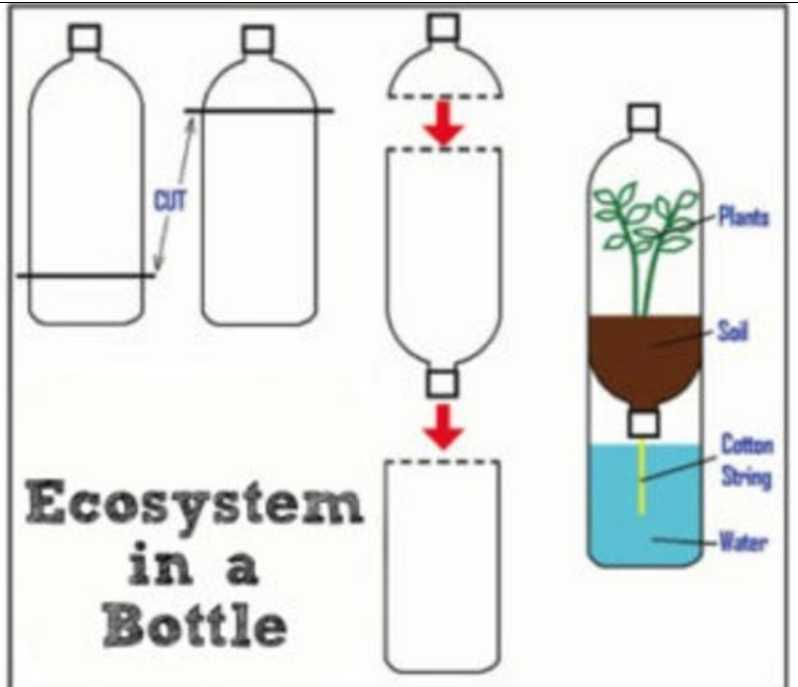
- Take 2 Coffee filter papers and stack them, with scissors cut a small hole (.25-5 in.) in the center
- Insert a piece of string (3-4 inches), through the hole and tie a knot at one end
- With the scissors, drill, or with another sharp/pointed object make a hole into the center of the cap (Better that an adult handles this step)

2	<ul style="list-style-type: none"> <li>-Insert untied end of the string, with the coffee filters stuck onto the knot, through the hole in the cap, so the filters rest inside the funnel shaped piece of the bottle</li> <li>-Fill the cone and filters with the preferred soil and plants, keeping the base of the plant level with upper edge of the bottle</li> </ul>
5	<ul style="list-style-type: none"> <li>-After placing a fair amount of rocks/aquatic gravel in the bottom of the container</li> <li>-Fill the bottle with room temperature water roughly 2/3's full</li> <li>-Place the second piece of the bottle into the water with the cap end facing downward</li> <li>-Gently place goldfish into the water.</li> </ul>
5-7	Recap: Discuss the connections of each element of the biome, (water from the fish, is used to fertilize the plants, etc.)

**Facts**

Youth at this age have an increased attention span  
 Show more independence from parents and family  
 Show rapid development of mental skills  
 With growing independence, the age gap between the youth

**(CDC 2019)**



**Development Considerations**

- With youth leaning towards the later stages of childhood, attention and interest can be held
- At this age youth begin to develop a sense of responsibility, making the activity both fun, and beneficial to cognitive development

## RECYCLED MATERIAL PLANTING PROJECT.

**Age Group:** 8 - 12

**Learning Outcome (highest level):**

Community: Provide tools to support active positive engagement at the Paoli Community Garden

**Learning Objective (middle level):**

Display what recycled items can be used, and how they can be used.

Identify what plants are best to use with these small recycled materials.

Discuss why recycling is a positive idea.

**Assessment (lower level):**

This project will be assessed on if the children are able to decorate their recycled materials and successfully plant a seed or small plant.

**Instructional Approach:** hands-on activity

**Materials Needed:**

- Recycled materials (water bottles, egg cartons, old tires, and wood pallets).
- Small plants and/or seeds
- Dirt and/or fertilizer
- Shovels



<b>Time: Minutes</b>	<b>Instructions</b>
1-2 weeks before the event	Encourage the keeping of materials that would normally be recycled (water bottles, egg cartons). Have bins in popular places in the community where people can drop off these items. Also make sure this information is given to the town (newspapers, flyers, and elementary and middle schools) so people know to start collecting these items.
A Saturday afternoon	The children will bring all their recycled materials to the garden on the day planned for the recycled material planting project. The children will pick out the recycled materials they want to use.
10-15 minutes	The children are then provided with markers and crayons, and are able to decorate their recycled materials.
	They will then choose a few plants/seeds from the ones provided, or if they brought their own they can use those.

30 minutes	A presenter will demonstrate how to plant one of the flowers in the recycled materials (a few materials will be used to demonstrate). Then the children will be allowed to try with the adults wandering around helping out when needed.
15 minutes	A presenter will then talk about the benefits of gardening, and what the plants and vegetables and spices they are planting can be used for. The kids can be taught how to use what they are growing.

**Facts:**

- This can encourage the community to start recycling even though these services aren't provided. This gives them a way to use these materials.
- This can help create a healthy environment both through recycling and having fresh produce.
- This can create a better community environment because the members will come together, and create a better community.

**Facts about development:**

- Cooperates and shares
- Likes to copy adults
- Likes to play alone, but friends are becoming important
- May have occasional temper tantrums
- Likes competition and games



**Development Considerations:**

- The children should have a sense of control so they should be able to choose what recycled material they wish to use, and what seed/plant they would like to use.
- They should be able to pick their seat so they can sit next to friends and have someone to work with.
- There should be a few adults there that demonstrate the project so the children have things to base their project off of. The adults can also offer help when needed, but not hover over the children.
- Make it into a fun kind of game where the children can decorate their recycled materials.



## MAKING YOUR OWN FOOD FROM GARDEN FOODS

**Age Group:** ages 8 - 12

**Learning Outcome (highest level):**

Community: Provide tools to support active positive engagement at the Paoli Community Garden

**Learning Objective (middle level):**

Combine the products made in the garden into a vegetable soup

Draw and name foods (specifically vegetables they grew) that are healthy

**Assessment (lower level):**

How will they DEMONSTRATE success?

Create an edible soup from the grown vegetables

Identify the health benefits of using fresh vegetables to make food

**Instructional Approach:** Hands on experience

**Materials Needed:**

- stove
- large cooking pot
- 2 Tbsp olive oil
- 1 1/2 cups chopped yellow onion (1 medium)
- 2 cups peeled and chopped carrots (about 5)
- 1 1/4 cups chopped celery (about 3)
- 4 cloves garlic, minced
- 4 (14.5 oz) cans low-sodium chicken broth or vegetable broth
- 2 (14.5 oz) cans diced tomatoes (undrained)
- 3 cups peeled and 1/2-inch thick diced potatoes (from about 3 medium)
- 1/3 cup chopped fresh parsley
- 2 bay leaves
- 1/2 tsp dried thyme
- Salt and freshly ground black pepper
- 1 1/2 cups fresh green beans
- 1 1/4 cups fresh corn
- 1 cup fresh peas  
(Jaclyn, 2019)

**Instructions for making soup**

1. Heat olive oil in large pot over medium high heat
2. Add onions, carrots, and celery into pot. Saute for 4 minutes, add garlic, and saute for 30 more seconds.
3. Add broth tomatoes, potatoes, parsley, bay leaves, thyme, and season with salt and pepper to taste.
4. Bring to boil, then add green beans.
5. Reduce heat to medium-low, cover and simmer until potatoes are almost fully tender (roughly 20-30 minutes)
6. Add corn and peas and cook for 5 more minutes.
7. Ready to serve  
(Jaclyn, 2019)

**Time: Minutes**

15 gather all materials need to make soup then cut and pre-measure all of the ingredients ahead of time

40-50 Following the instructions above for making the soup, allow for the children to carefully help with adding the ingredients. The time allowed for this step includes the cooking time.

20 This activity can be done while the soup is cooking. The children can choose between a coloring page or word search during this time. Small groups is best to get the children to engage in conversation about the benefits of using fresh food to cook.

5 Allow the children to discuss what they have learned and what they think they can make in the future with the vegetables made in the garden.

### Development Considerations

child is capable of measuring ingredients and using simple kitchen utensils

child will learn how to use a pencil to make shapes and write letters, words, and sentences

child can engage in more complex physical motions such as swinging, jumping, or swimming strokes

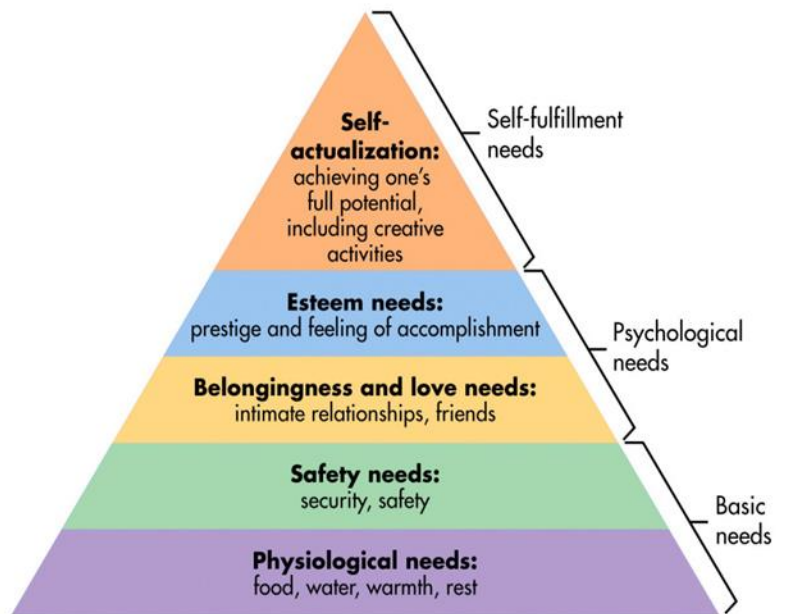
child is eager to learn and wants to please the adults

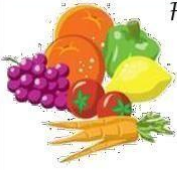
may focus on only one part of a situation

Child will be able to follow 2-step directions

Child is beginning to compare themselves against other people's expectations

(Centers for Disease Control, 2018)





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DIFFICULTY LEVEL = HARD

# Vegetables Word Search



P	C	V	T	O	R	R	A	C	Q	R	E	P	P	E	P
O	I	A	Z	P	E	N	G	X	O	A	S	U	D	G	K
T	H	G	L	E	T	T	U	C	E	D	Y	S	M	A	F
A	S	I	T	Q	V	B	R	J	D	I	N	P	Z	R	O
T	W	M	U	S	H	R	O	O	M	S	F	I	P	L	B
O	Q	X	A	T	S	M	C	D	R	H	N	N	N	I	N
D	Y	G	U	J	L	P	K	F	B	W	R	A	O	C	R
C	H	P	A	R	S	N	I	P	N	T	O	C	I	E	E
O	K	J	U	I	A	X	Y	E	I	E	C	H	N	R	B
T	E	N	I	K	R	E	H	G	K	F	T	C	O	J	M
A	P	F	T	R	A	W	L	Z	P	G	E	H	M	K	U
M	D	H	O	Y	K	D	N	S	M	I	E	Q	A	L	C
O	M	C	A	B	B	A	G	E	U	A	W	B	I	G	U
T	V	B	Z	D	E	L	W	U	P	C	S	X	H	O	C

- ❖ CUCUMBER
- ❖ LETTUCE
- ❖ TOMATO
- ❖ PEPPER
- ❖ POTATO
- ❖ PARSNIP
- ❖ SWEETCORN
- ❖ MUSHROOM



- ❖ CABBAGE
- ❖ RADISH
- ❖ ONION
- ❖ CARROT
- ❖ GARLIC
- ❖ PUMPKIN
- ❖ GHERKIN
- ❖ SPINACH



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## EGG SHELL MINI-GARDEN

**Age Group:** 8 - 12

**Learning Outcome (highest level):**

Community: Provide tools to support active positive engagement at the Paoli Community Garden

**Learning Objective (middle level):**

Community: empower children from ages 7-10 on their ability to achieve and grow something. Also, giving them the motivation of control and competition.

Facilitator: grow from this experience and gain knowledge on how to teach and engage with children

**Assessment (lower level):**

When the kids plant their seeds one week, have them come back two weeks later and see the progress of their plants.

Encourage them to draw pictures of their plant's growth throughout the two weeks.

**Instructional Approach:** Interaction

**Materials Needed:**

- Eggs (for shells) - \$3.99 a carton (Singleton, 2016).
- Plants – marigolds sprout within 5-7 days and cost about \$15 for a pack of 10 (SFGate, 2018 and Home Depot, 2019).
- Soil - \$2.00 (Lowe's, 2019).
- Egg carton 'stands' for the plants – use from egg carton (Singleton, 2016).
- Crayons to color on egg shell and can take home to draw their plant progress – 50 packs of 4 colors for \$8.99 (Amazon, 2019).

**Time:  
Minutes**

**Instructions**

30

Assembly line of materials – can ask for donations for the materials, with it only costing around \$20 to make 10 plants, if 10 parents donated \$2, it would completely cover the cost, without forcing them to pay for the experience.

30

Show them how to plant their flowers and let them draw on their eggshells to personalize their "pots."

45 – 60

Walk around and offer help if needed. If a child is struggling, make sure to show them how to start their plant and let them take over. Children like to be in control and independent at this age (Abbott, 2018).

2 weeks  
later

Have the kids set up plants and recognize the child with the biggest growth. But, make sure to commend others whose plants grew, because positive reinforcement is vital to this age group (CDC, 2019).

30 min	Presenting the plant growth to all of them and asking if the ones that didn't grow – explanation of reasons for this outcome.
--------	---

**Facts**

- Egg shell gardens are much smaller and easier to maintain (YouTube, 2017).
- Gives the children something that's theirs – they have a stronger sense of understanding the world (Abbott, 2018).
- Egg shell can also give minerals and nutrients that may not be given with just soil (YouTube, 2017).
- Allows children to personalize it by drawing on the egg shells – kids this age show a stronger sense of independence and free expression (Abbott, 2018).



**Development Considerations**

- Knowing which age group will crush the egg shells – children 7-10 years of age, know the difference between right and wrong (Abbott, 2018), so they will show respect of the equipment provided.
- Which age group won't care about a garden – at this age children grow a bigger understanding for the world around them and their place in it, so they will respect the garden and the ideas behind it (Abbott, 2018).
- Prizes and developmental processes – children this age like to focus their attention on friendships and teamwork, so giving them all recognition for the hard work they put into the plants will help them developmentally (Abbott, 2018).
- Praising for growth – could have taken care of it and watered it, but it didn't grow. This refers back to the bullet points above, giving children recognition even if their plant didn't grow. Using this to encourage kids to get involved in their community and other clubs with things that they enjoy. This could promote positive parenting skills later when their child continues to grow (CDC, 2018).

## SELF-WATERING SEED STARTERS

**Age Group:** 8-12

**Learning Outcome (highest level):**

Community: Provide tools to support active positive engagement at the Paoli Community Garden.

**Learning Objective (middle level):**

Formulate repurposed 2-liter bottles into self-watering planters.  
 Determine the correct steps to follow when growing indoor plants.  
 Identify benefits of growing indoor plants.

**Assessment (lower level):**

**How will they DEMONSTRATE success?**

Repurpose 2-liter bottles  
 Plant seeds  
 Grow healthy vegetables  
 Have basic knowledge on how beneficial indoor plants are

**How will you DEMONSTRATE success?**

Answer questions to the best of your ability as the youth ask them  
 Read over entire lesson plan so that you are prepared  
 Understand benefits of growing your own plants  
 Remember that this is the first time for many youths to be doing a project like this: be patient!

**Instructional Approach:** Instruction, demonstration, planting alongside youth

**Materials Needed Per Human:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• 2-liter bottle</li> <li>• Potting soil</li> <li>• Seeds</li> <li>• Thick string / yarn</li> </ul> | <ul style="list-style-type: none"> <li>• Scissors</li> <li>• Permanent Marker</li> <li>• Phillips screwdriver</li> <li>• Hammer</li> <li>• Sharp blade (USED BY ADULTS ONLY)</li> </ul> |
|--|---|

**Time:  
Minutes**

**Instructions**

2-3

ADULTS ONLY: cut the 2-liter bottle in half and remove the bottle cap.

2-3

Use a Phillips screwdriver and a hammer to punch a hole in the center of the bottle cap.

2-3

Cut a length of yarn / string about a foot to a foot and a half long. Fold the string in half and tie a loop on the folded end.

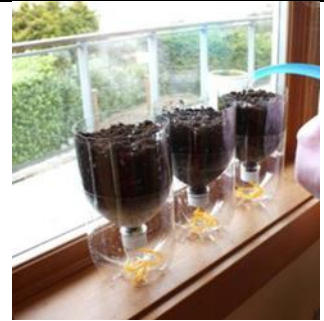
3-5

Thread the yarn/string through the hole in the bottle cap so that the knot is on the inside of the cap.

	This will act as a wick, drawing water up from the basin below and into the soil. The plant will take only what it needs, so the soil moisture will be perfect.
3-5	Put the cap back on the bottle top and nest the top of the bottle in the base (the bottom of the 2-liter). The bottle top needs to be facing down, with the excess string sitting in the base where the water will do.  As the plants grow and use up the water, you can just lift off the top to add more water to the base instead of pouring it over the soil. As the soil dries, water will be sucked up through the string into the pot.
7-10	Fill the top of the 2-liter bottle with potting soil and seeds.
2-3	Water the soil from the top of the seed starter the first time in order to make sure that the soil is wet and that the string is also wet.  Continue watering for following days by filling the base with water instead of watering from the top.
1	Label your bottle so you know what you planted and wait for them to grow!

**Facts:**

- Gardening is a healthy, fun activity for youth.
- Youth can develop new skills while learning about science and nature.
- Youth can be involved in a variety of activities related to gardening.
- Gardens allow for a sense of purpose and responsibility.
- Indoor plants purify the air.
- Indoor plants increase humidity.
- Indoor plants sharpen your focus.
- Indoor plants make you happier.



<https://www.betterhealth.vic.gov.au/health/healthyliving/gardening-for-children> and <https://www.americanforests.org/blog/5-benefits-indoor-plants/>

**Development Considerations:**

- Becoming increasingly skilled with gross motor skills
- Focus and attention span improving
- Beginning to collect things
- Showing increased body awareness
- Showing increased awareness of own physical skills and how they appear to others
- Constructing simple structures with basic items
- Writing speed increasing with practice
- Understanding more complex language
- Talking more with people they don't know that well
- Learning to resolve social problems
- Learning to understand other people's points of view
- Sensing what is important to them

[https://www.health.qld.gov.au/\\_\\_data/assets/pdf\\_file/0026/427265/28136.pdf](https://www.health.qld.gov.au/__data/assets/pdf_file/0026/427265/28136.pdf)

<https://www.webmd.com/parenting/guide/child-8-milestones#1>

## PLASTIC WATER BOTTLE HANGING TOMATO PLANTERS

**Age Group:** 6-8 or 8 - 12

**Learning Objective (middle level):**

Outline the steps to make the hanging tomato planters

Describe the nutritional fact about tomatoes

**Assessment (lower level):**

**How will they DEMONSTRATE success?**

Planted tomatoes in the hanging water bottle

Describe to the group how the process and information learned

**How will YOU document success?**

Observing how well the children follow instructions throughout the process

Ask questions at the end and see how children apply what they learned

**Instructional Approach:** Active Engagement

**Materials Needed:**

- Plastic water bottles
- Thread
- Scissors
- Hole puncher
- Tomato Start (leaves and all)
- Organic Potting Soil



**Time:**  
**Minutes**

**Instructions**

5

Prepare plastic water bottles:  
Gather water bottles  
Rip off the labels  
Cut the water bottles in half  
Use the side of the water bottle where you drink out of

10

Poke Holes & thread:  
Poke four equal holes on the side where you cut about one inch from the bottom with the hole puncher  
Thread the twine through so that there are four loops of equal length



5	<p>Filling the water bottle:</p> <p>Start by slipping in the tomato start to the mouth part of the water bottle</p> <p>Than fill the water bottle with the organic potting soil</p>
5	<p>Final step:</p> <p>Hang the tomato planters up</p> <p>Water them</p>
<p><b>Facts:</b> (“CDC’s Developmental Milestones, 2018)</p> <p>Show more independence from parents and family</p> <p>Start to think about the future</p> <p>Pays more attention to friendships and teamwork</p> <p>Have less focus one’s self and more concern for others</p>	
<p><b>Development Considerations:</b></p> <ul style="list-style-type: none"> <li>• During the activity children, can be told each step but will have the independence of doing it on their own</li> <li>• After completing one step engage students in a conversation about the next task is</li> <li>• If a child needs help doing one of the steps let another child help to see if they can assist one another to complete it</li> <li>• Making sure children keep track of their process and the process of others in the group</li> </ul>	

## RELAY RACE IN PAOLI COMMUNITY GARDEN

**Age Group:** 8-10

**Learning Objective (middle level):**

- To prepare fertilizer using organic substances.
- Produce interest in outdoor physical activities.
- Develop the idea of cooperation by working together.



**Assessment (lower level):**

The sequence or time required for each group to complete the activity.

**Instructional Approach:** Activity demonstration / oral explanation

**Materials Needed:**

- Watering Tools
- Organic Fertilizers such as egg shells

**Time:  
Minutes**

**Instructions**

2-3

Group the members in a group of 2-3. And tell them the instructions

5

Select a member from each group to gather the organic substances together and crunch them so that it can be used as a fertilizer.

12

After the fertilizers were prepared, the members can start their activities of watering and fertilizing the plants in the assigned area. Like how the 4X100 relay race works, the first person will need to complete their task before the second person can start.

The facilitator will play the role as the game host which helps to observe the progress and check if which groups completed their task first.

**Facts**

- Orange County have more than 30% of obesity and physical inactivity.<sup>1</sup>
- 16.9% of the total population aged between 5-17 (school age) (U.S. Census Bureau, 2018)

**Pictures of Final Product:**

The layout of the event is be attached in the next page.

### **Development Considerations**

- Children aged between 7-10 enjoy using simple tools on their own. (UMHS,2018)
- Children aged between 7-10 enjoy active play. (UMHS,2018)
- Young children aged 7-10 starts to pay more attention to the idea of friendship and team member (CDC, 2019)
- This activity is to encourage and develop interest for youth in outdoor physical activities.
- Able to follow longer series of command starting from age 7 (Web MD, 2018)
- Children aged around 8 enjoys competitions. (WebMD, 2018)
- Provide healthy competition to encourage activities

Table for participants to prepare fertilizers.



Eggshells

Leftover foods

Step 1: Select one representative to prepare fertilizer here

**Flowerbed**  
For Group 1

**Flowerbed**  
For Group 1

Watering Can



Step 2: One member will grab watering can and start watering the flowerbeds. When the first person return with fertilizer.

**Flowerbed**  
For Group 2

Step 3: Last member will grab the prepared fertilizer and start fertilizing when the 2nd person return

**Flowerbed**  
For Group 2

**Flowerbed**  
For Group 2

Watering Can



\*The group that completed all tasks first will win.

\*All members will stand behind the red line

Each group will have approximately 3 person.

## GARDEN TO TABLE SALSA

**Age Group:** Any

### **Learning Outcome (highest level):**

Community: Provide tools to support active positive engagement at the Paoli Community Garden

### **Learning Objective (middle level):**

Foster positive relationship with the environment

Understand and experience where food comes from

Identify the nutritional benefits of eating home-grown vegetables

### **Assessment (lower level):**

Constructive teamwork in the kitchen

Correctly made salsa

**Instructional Approach:** Instruction, teamwork in the kitchen

### **Materials Needed:**

- Vegetables from the garden (feel free to customize ingredients, but this basic salsa recipe calls for: tomato, onion, garlic, chili peppers, cilantro)
- Knife
- Cutting board
- Bowl
- Spoon
- Salt, pepper, lime juice to taste
- Chips



### **Instructions**

Harvest vegetables (feel free to customize ingredients, but this basic salsa recipe calls for: tomato, onion, garlic, chili peppers, cilantro)

Using a knife and cutting board, chop vegetables

Combine chopped vegetables in a bowl

Add salt, pepper, and lime juice to taste

Eat with chips

**Facts**

Tomato plants produce tomatoes within about 80 days of planting.

24.5% of a tomato's weight is water.

Tomato is called "tomate" in French and Spanish.

There are 27 different types of onions.

**Development Considerations**

Children in this age group (middle childhood, 6-8 years) are beginning to show more independence. They may want, and benefit from, the opportunity to complete some of the steps on their own, with supervision.

Children aged 6-8 are also starting to think more about the future. Choosing seeds to plant based on what you want to include in your salsa is a good opportunity to practice planning for the future.

## KEEP THEM ALIVE!

**Age Group:** 6-8

**Learning Outcome (highest level):**

Community: Provide tools to support active positive engagement at the Paoli Community Garden

**Learning Objective (middle level):**

Explain the basics of how to keep plants and flowers alive through the knowledge gained on watering plants and sunlight needed.

**Assessment (lower level):**

Thumbs up or thumbs down to identify if the kids understand or not.

**Instructional Approach:** Hands On and Demonstration

**Materials Needed:**

- Pictures of plants without sunlight and water
- Pictures of plants with sunlight and water.
- Water
- Watering can
- Small plants to demonstrate on
- Soil
- Two small cups

**Time:**  
**Minutes**

**Instructions**

5

Hold up a picture of a plant that needs water and a plant that looks hydrated. Have the kids identify one by one which one needs water.

10

**This will be an ongoing project for a week.**

Have everyone form a circle around the instructor. Take two small cups and fill each cup with soil until it is about  $\frac{3}{4}$  full. Label one cup 1 and the other cup 2. Water the soil in cup 1 every day for 7 days and do not put water in cup 2 at all. Explain to the children what should happen by the end of the week and keep the cups somewhere where the children can check it every day. This will educate them on what happens to the soil if plants are not watered every day

5

Take the group outside to demonstrate the direction of sunlight during the day. Have them guess which direction the sun starts rising and which direction the sun sets. Explain when the sun is the brightest during the day and that is usually when plants get the most sun.

10

Still outside, have the children water the plants with their new knowledge on keeping plants alive! While this is going on, talk to the children about the importance of watering plants and even talk to them about the facts below!

**Facts (Smith, 2019)**

- It is better to water plants in the morning than at night.
- Make sure to water all the roots of the plant.
- Water plants slowly, take your time!

**Development Considerations****Children ages 6-8 (CDC, 2019)**

- More independent
- Pays more attention to friendship and teamwork
- Active physically and mentally

When the instructor is demonstrating an activity such as watering plants, have the instructor show the children how to water the plant then have a child come up and participate. Try to get them to be hands on as much as possible.

Keep repeating steps and asking them questions! Make sure they know what is going on and how to do the tasks.



# TEENS

## DEVELOPMENTAL MILESTONES

This is a time of many physical, mental, emotional, and social changes. Hormones change as puberty begins. Most boys grow facial and pubic hair and their voices deepen. Most girls grow pubic hair and breasts, and start their period. They might be worried about these changes and how they are looked at by others. This also will be a time when your teen might face peer pressure to use alcohol, tobacco products, and drugs, and to have sex. Other challenges can be eating disorders, depression, and family problems. At this age, teens make more of their own choices about friends, sports, studying, and school. They become more independent, with their own personality and interests, although parents are still very important.

## EMOTIONAL/SOCIAL CHANGES

- Show more concern about body image, looks, and clothes.
- Focus on themselves; going back and forth between high expectations and lack of confidence.
- Experience more moodiness.
- Show more interest in and influence by peer group.
- Express less affection toward parents; sometimes might seem rude or short-tempered.
- Feel stress from more challenging school work.
- Develop eating problems.
- Feel a lot of sadness or depression, which can lead to poor grades at school, alcohol or drug use, unsafe sex, and other problems.

## THINKING AND LEARNING

- Have more ability for complex thought.
- Be better able to express feelings through talking.
- Develop a stronger sense of right and wrong.

### Positive Parenting Tips

- Be honest and direct with your teen when talking about sensitive subjects such as drugs, drinking, smoking, and sex.
- Meet and get to know your teen's friends Show an interest in your teen's school life.

- Help your teen make healthy choices while encouraging him to make his own decisions.
- Respect your teen's opinions and take into account her thoughts and feelings. It is important that she knows you are listening to her.

Child Safety First

## GUITARS AND GARDENS

**Age Group:** Teens

### Learning Outcome (highest level):

**Community:** Provide tools to support active positive engagement at the Paoli Community Garden

**Creative Activities:** Allowing youth to listen to and participate in musical creativity will create an environment of inclusivity.

**Service to Others:** Youth will understand ways in which they can help service the garden and their community.



### Learning Objective (middle level):

Describe the positive benefits gardens have on the environment in small communities

Identify ways in which youth can be involved in gardening projects

Engage in a positive and calming environment by interacting with a variety of speakers/volunteers to gather information on community involvement.

### Assessment (lower level):

Provide youth with information from gardeners and agriculture familiar people about the positive influence of the garden

Identify the ways in which youth can become involved in the garden such as volunteer opportunities and other available programs

Encourage a community of inclusivity and creativity by providing live acoustic music and positive interactions between youth and gardeners



**Instructional Approach:** Instruction, free choice of activity involvement, lectures

### Materials Needed:

- Guitar(s)
- Gardening Instructions

- Information on other programs
- Agricultural information sheets (prominent crops/produce in Indiana, seasonal cycles, etc.)

**Time:**  
**Minutes**

### Instructions

1:00 –  
1:10

Leader of the program will introduce youth participants to the speakers such as gardeners, farmers, and those working in the agriculture field.

1:10 –  
2:00

Speakers will be placed at different stations where youth will be able to approach them and learn about the garden and other information. Youth will be free to decide who they speak with during this time and will be allowed to move around and interact with all speakers. During this time acoustic music will be provided by a variety of local musical talents.

2:00 – 2:10	Closing statements and announcements of future programs
<b>Facts</b>  Live calming music will allow for a calm and low stress environment  Having open options to talk to gardeners, explore the garden, etc. will give youth a feeling of personal freedom  Music stimulates interactions at social gatherings	
<b>Development Considerations</b> <ul style="list-style-type: none"><li>• Youth will show more independence</li><li>• Have more opportunities to express care and empathy than previous years</li><li>• Beginning to build a sense of work habits</li><li>• Deeper concern for problems of the future</li></ul>	

## HERB TERRARIUM

**Age Group:** Teens

**Learning Objective (middle level):**

- Construct their own Herb Terrarium
- Reflect on the positive impacts of having live plants in the household
- Classify the garden materials needed to create a Herb Terrarium

**Assessment (lower level):**

- Assess their creations
- Assess what they learned about different garden materials and how they can be used

**Instructional Approach:** Instruction, creating, pictures

**Materials**

**Needed:** <https://homeguides.sfgate.com/make-own-herb-terrarium-44012.html>

- Instructions
- Bowl with a lid
- Vinegar
- Peat moss
- Soil

- Bucket
- Ruler
- Rocks from garden
- Filtered water
- Ornamental elements (decorations) (Patterson)

<b>Time: Minutes</b>	<b>Instructions</b>
5-10	Gather materials
10-15	Allow teens to get each piece of material from a table (makes it quicker)
10-15	Clean the container with 2 cups of vinegar and 1 cup of water and plan your terrarium's layout or design on paper.
30-35	Create a planting mixture of one part peat moss and one part loam (soil) in a clean bucket. Then place a 1 to 3 inch layer of fine gravel in the bottom of the terrarium. Add a thin layer of sphagnum moss, and at least a 2 inch deep layer of the planting mixture. Then place herb plants in the terrarium from your design. (place them deep enough that the planting mixture can hold it upright firmly) Pat the planting mixture around each plant, and add you chosen ornamental elements, but don't overcrowd the plants.
10-15	Pour filtered water slowly down the inner sides of the terrarium until you see it running through the sphagnum moss. Don't overwater. (Causes mold and problems for plants) Cover the terrarium with a lid, and sit the container in a location that receives direct sunlight all

day. NOTE: Remove the lid for a few hours each time you see condensation forming on the walls of the container.

### Facts

- Studies have supported that house plants improve concentration and productivity (by up to 15%), reduce stress levels, and boost your mood (Lee, 2017)
- House plants are good for your health (Lee, 2017)
- Extensive research by NASA has revealed that houseplants can remove up to 87 per cent of air toxin in 24 hours. (Lee, 2017)
- They will help regulate humidity and increase levels of positivity — seeing greenery and nature help us feel more relaxed and calm (Lee, 2017)



<https://www.nbcnews.com/better/health/indoor-plants-can-instantly-boost-your-health-happiness-ncna781806>

### Development Considerations

- Independent
- Can handle detailed instructions
- Keep focus for semi-long periods of times
- Will ask questions only when needed
- Take care of themselves (personal needs)

## RECIPES FOR THE COMMUNITY

**Age Group:** Teenagers

**Learning Objective (middle level):**

- **Describe** recipes and why they are important to the teens and their culture
- **Develop** healthy eating habits
- **Communicate** recipes to the community and engage with the community

**Assessment (lower level):**

- How will I know the teens are comfortable and enjoying the activities I will have planned for them?
- They will demonstrate success by creating their recipes!
- You will demonstrate success by sharing their recipes with the community

**Instructional Approach:** bring in recipes, instruction, videos of different foods from different cultures they could relate or learn from, be honest and kind

**Materials Needed:**

- craft supplies (colored paper, colored pencils, markers)
- hole punchers
- ribbons
- stickers
- vegetables/ingredients

<b>Time: Minutes</b>	<b>Instructions</b>
45	Introduction, explain why recipes may bring people together, why recipes may be comforting, ask what their favorite recipes are/Ask if there are any recipes, they have always wanted to try
45	Talk about health and importance of healthy eating. How to incorporate healthy ingredients into recipes. Show a video about health
25-30	Share a recipe that is important to me and my family. Explain why I want to share with others and what others could learn about my culture
40	Work on recipe books
35	Have them shares recipes with each other/explain why it's important to them! Enjoy the recipes with the community and teens

## Facts:

- Culture - the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.
- Community - A feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals.
- Good nutrition is an important part of leading a healthy lifestyle. Combined with physical activity, your diet can help you to reach and maintain a healthy weight, reduce your risk of chronic diseases (like heart disease and cancer), and promote your overall health. ( <https://www.hhs.gov/fitness/eat-healthy/importance-of-good-nutrition/index.html>)
- “Food appeals to all five of our senses and because of this it can evoke vivid memories of our childhood, of our relationships with family members who have passed away and of who we were during that time period. Food can remind us of experiences long forgotten and allow us to relive feelings of comfort, satisfaction or excitement.
- “Preserving family recipes is saving and honoring our heritage so future generations can continue to strengthen those ties



([www.streetdirectory.com/food\\_editorials/cooking/recipes/the\\_power\\_of\\_food\\_and\\_the\\_importance\\_of\\_family\\_recipes](http://www.streetdirectory.com/food_editorials/cooking/recipes/the_power_of_food_and_the_importance_of_family_recipes))

- “Remembering, collecting, recording and passing down the recipes your loved ones have passed to you is a wonderful way to honor and immortalize your family. These traditions from the past are part of who you are as an individual.”  
[https://www.streetdirectory.com/food\\_editorials/cooking/recipes/the\\_power\\_of\\_food\\_and\\_the\\_importance\\_of\\_family\\_recipes](https://www.streetdirectory.com/food_editorials/cooking/recipes/the_power_of_food_and_the_importance_of_family_recipes).)

## Development Considerations

- Increased independence from your parents – this works for my project because part of becoming independent is doing stuff on your own and choosing what kind of lifestyle you want to live. I want to talk to the teens about being healthy and how that is a path that they can choose as independent individuals.
- More concerns about body image and clothes – this works for my project because we will be talking about health and I want to talk about healthy eating/body image to the teens and what can influence them
- More influence from peers – I will talk to the teens about peer pressure and turn it back to that they should never be ashamed of who they are or their culture to impress someone. I will talk about how who they are and where they come from is what makes them awesome  
<https://medlineplus.gov/teendevlopment>.



## HEALTHY EATING HABITS AND GARDENING

**Age Group:**Teens

### **Learning Objective (middle level):**

- Outline how to plant vegetables and fruit
- Describe the vegetable or fruit and tell how to cook/prepare it
- Identify how to eat healthy

### **Assessment (lower level):**

#### **How will they demonstrate success?**

- Planted vegetables
- Prepare healthy meals
- Presentations about healthy eating/living

**Instructional Approach:** Instruction, planting, & cooking

### **Materials Needed:**

- Kitchen with utensils
- Dirt
- Images of vegetables
- Paper egg cartons
- Gloves
- Gardening tools

### **Requirements of children:**

- Wear proper clothing appropriate for garden or kitchen work. Example: close toed shoes
- signed permission slip from guardian to participate in gardening and using kitchen equipment

### **Summary:**

This is an all year interactive program designed to help teach children about healthy eating habits, how to garden, and how to prepare healthy meals. During the first planting season of the program there will be no meal preparation because no food has been harvested and froze/canned. So, during the first planting season, the children will work on planting the garden and give presentations about how eating healthy benefits the body. In the time between planting and harvest, the children can be taught about safety in the kitchen and can continue their presentations about healthy eating benefits. During harvest season, the children will begin the cooking part of the program. The children can use a portion of their harvest for meals right away and can freeze/can the other portion to prepare meals at a later time. The children can use their frozen/canned food during the winter to prepare healthy meals. When the next planting season comes around the children will be able to plant more food and also prepare meals with the remaining frozen/canned food from the past harvest.

Time: Minutes	Instructions
15	Gather materials for planting <b>Gather materials for cooking or freezing/canning</b>
10-15	Give short lecture about the benefits of the vegetable or fruit planted and how to plant it <b>Give short lecture about eating healthy and how to prepare the food</b>
25-60	Observe the children while they complete the task and help them if needed <b>Observe the children while they complete the task and help them if needed</b>
15	Clean up area when done with the activity <b>Clean up area when done with the activity</b>
10	Gather back up in a group and discuss/review what had been learned that day <b>Gather back up in a group and discuss/review what had been learned that day</b>

**Facts**

- This is a program that will help children learn about healthy eating habits, while also helping reduce food poverty in the community
- This program can teach children how to start their own low cost garden at their home to provide food for their family
- These children can help inform other community members about gardening and healthy eating