

Lesson Title: Incorporating Youth Voice into the Garden

Description: Students participate in an outdoor scavenger hunt to increase awareness about what is living and growing on their school campus. Students then complete an assessment to incorporate youth voice into the existing garden or into planning a garden.

Objective: Students work individually and collaboratively to identify the strengths and needs of an outdoor area on their school campus. This lesson draws upon the following Health Education Standard:

Health Education Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

5-8 Benchmark: Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.

5-6 Performance Standard: Demonstrate actions both individually and collaboratively to make healthy decisions in the areas related to sexuality; **nutrition**; alcohol; tobacco; and other drug use; **physical activity**; **personal safety**; **mental, social and emotional well-being**.

Materials:

- Garden Scavenger Hunt handout
- Garden Assessment handout
- Clipboards
- Pencils, pens, color pencils

Class Discussion:

- Talk about the garden or other outdoor spaces on the campus that are important to the youth.
- Ask students to share some of their personal gardening experiences.
- Why plant a garden? Explore topics of health and nutrition, education, community building, personal fulfillment, physical activity, emotional well-being, etc.
- Why include Youth Voice in the garden planning process? Explore why it's important to include a variety of voices and perspectives (i.e., youth, school staff, parents, community members, volunteers, etc.) in deciding what goes in the garden.
- Review handouts: "Garden Scavenger Hunt", and "What Does Our Garden Need?"
- Discuss expectations and safety concerns for the scavenger hunt.

Action:

Students work independently or in groups to complete the Scavenger Hunt and Garden Assessment.

Wrap Up:

Come back together as a group to review the scavenger hunt results. Share and display the ideas from the needs assessment. Incorporate the results from this lesson into your garden process and continue to include youth voice as your project grows!

Garden Scavenger Hunt

1. *Find a xeriscape/ drought tolerant plant. Write this plant's name OR draw it:*

2. *What plants are in the garden that you can eat? Write their names here:*

3. *Find a place in the garden where a puddle might form when it rains. Describe this place and why you think a puddle would form here:*

4. *Where is the hottest spot in the garden? Why did you choose this spot as the hottest spot?*

5. *If it was noon time in the summer where would you go in the garden to find shade to eat your lunch? Describe this place and why you chose it:*

6. *Describe the most colorful plant in the garden:*

7. *How many flowering plants are there in the garden?*

8. *How many trees are growing in the garden?*

EXAMPLE: Grant Middle School BIP Garden Scavenger Hunt

1. Find an outdoor oven used to roast corn. What is the name of this type of oven?

2. Find a yucca plant. Draw a picture of one here:

3. How many murals are in the garden?

4. The mural on the far left is a picture of what kind of cycle?

Answer: The _____ cycle.

5. Find the zebra grass (hint: this plant gets its name because it is striped like a zebra).

6. Find a cactus plant in the garden. Draw a picture of it here:

7. *How many trees are growing in the garden?*

What Does Our Garden Need?

Imagine that you were in charge of turning our school garden into the best garden you've ever seen.

What changes would you make? Answer the questions below using words or drawings as you think about how we can improve our garden! Use the back of this page if you need extra room to draw or list your ideas.

1. *What would you plant in the garden?*

2. *What would you build in the garden?*

3. *What are your ideas to create shade in the garden so we can be outside even when the weather is hot?*