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PYRAMID GARDENING: COOPERATIVE EXTENSION TEAMING UP WITH MASTER GARDENERS TO BRING A UNIQUE "HANDS-ON" EXPERIENCE TO NUTRITION EDUCATION IN ELEMENTARY SCHOOLS

Arlene Bailey M.S. R.D.* and Karl Pearson

ABSTRACT:
What is great nutrition without the soil, plants, and agricultural knowledge to grow the food we eat? Pyramid Gardening takes the Food Guide Pyramid to the ground level, with students growing different plants in a garden shaped as a pyramid. The Cooperative Extension Service and master gardeners lead the way in gardening education and give elementary school students this unique twist on health and nutrition education. By designing a school garden based on the Food Guide Pyramid, students not only receive a 3-D "hands-on" nutritional experience with the students being exposed to and understanding the growth habits of plants such as wheat, rice, corn, soybeans, peanuts, and more, they also learn about the nutritional value of these plants which can later be utilized in recipes that can be prepared in their homes. This innovative 3-D pyramid gardening concept teaches nutrition and health education in schools through a "hands-on" with students, master gardeners, and the Cooperative Extension Service.

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CULTIVATING YOUNG MINDS: GARDENING & BUSINESS SKILLS TO HELP YOUNG MINDS GROW

Deborah L. Cole*

ABSTRACT:
The 4-H Youth Development Program and the Atlantic Urban Redevelopment and Housing Authority were collaborative partners in an innovative program, "Cultivating Young Minds--Gardening & Business Skills to Help Young Minds Grow." This project exposed youth to indoor gardening, career awareness, and the process of starting a small business. It helped participants develop foundation skills for succeeding in school and prepare for their future by developing workplace competencies. The young people attended learning sessions and field trips that were fun and educational while raising their awareness of jobs and careers in agriculture, food industry, greenhouse growers, florist, landscaping and landscape architecture. The educational component combined activities and lessons from GrowLab: Activities for Growing Minds, Learn and Earn for Fun & Profit, and a variety of group-building project materials. Two highlights of the project were inclusion in the Kidz in Biz Fair, sponsored by the housing authority and EFNEP, and the Salad Party. The Kidz in Biz Fair showcased the two businesses the participants had developed--flower arrangements and corsage making. The grand finale was the Salad Party. This special event gave each CYM participant the opportunity to invite four guests for a special dinner. The guests were encouraged to view the GrowLab unit that housed all the plants grown by the youth. The participants learned valuable organizational and creative skills in planning, preparing and holding their Salad Party. Pre- and post-tests were used to determine measurable outcomes of the educational objectives, as well as journal writings and personal observations.

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THE 21ST CENTURY CROPS CONTEST--NOT JUST WEED ID

David R. Drake* and Marlon Winger

ABSTRACT:
Many traditional youth contests have been dropped from programs or lost participation due to a lack of relevance. Renovation of a traditional weed and weed seed identification contest has improved the relevance of skills taught to the youth in competition. A written exam portion was added to include questions on general agronomy, soils, and pesticides. Laboratory portions retained a reduced traditional weed and seed identification practicum but also included identification of crops, displayed as plants or the harvested product; insects, plant diseases, and soil disorders. Two judging classes were included so youth could determine the best choice in classes of hay and seed. This type of contest broadens the skills and knowledge taught and most importantly is relevant to current career proficiencies.

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GARDEN MOSAICS: PARTICIPATORY RESEARCH AND LEARNING COMMUNITIES

Gretchen Ferenz*

ABSTRACT:
Garden Mosaics is a multi-generational Participatory Action Research program through which youth engage in inquiry science and environmental education while exploring ethnic, horticultural practices of community gardeners. This model, currently funded by the National Science Foundation, provides opportunities for engaging youth in science-inquiry learning and implementation of research techniques/activities, including GIS. Educators and youth draw upon the experiences and expertise of ethnically diverse, elder gardeners, learning cultural horticultural practices and the ecological significance behind them. Garden Mosaics participants learn how the creation of "learning communities" enables intergenerational, multicultural exploration and interaction, as well as actions to address local needs. The conference presentation will provide an overview of this innovative, integrated research and Extension education initiative that involves youth, local educators, community residents, Extension Educators and university faculty in community garden settings nationwide. The presentation will describe the learning model and teaching tools available to Extension Educators and other youth educators. This exciting model, which includes supporting experiential curricular resources and an interactive Website, enables science-inquiry learning and Participatory Action Research involving youth. Cultural, sustainable horticultural practices and plant uses, as well as plant diversity, are documented in a nationwide database located on the Website. Presentation participants will be encouraged to implement the Garden Mosaics program, share results through a nationwide database, and benefit from its educational resources.

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GARDENING FOR SPECIAL-NEEDS YOUTH. MULTI-DISCIPLINARY EDUCATIONAL ACTIVITIES FOR GROWING AND PREPARING FOOD

Jeff Fisher*, Connie Goble and Monadine Mattey

ABSTRACT:
The Pike County Extension Office secured a grant from the Ohio 4-H Foundation Board to assist in teaching functional life skills relative to gardening and preparing food. Forty disabled youth were assisted by twenty adult volunteers and county Extension agents for Agricultural, 4-H Youth Development, and Family and Consumer Sciences in the production and processing of a salsa garden. A special-needs gardening plot was established at the South Centers at Piketon utilizing raised, boxed planting beds and special gardening tools. Youth met weekly in the Spring to prepare, plant and tend to vegetable plots. Other related activities included making crop signs, a scarecrow, and window box plantings to take home. In the fall, youth were instructed in how to follow a recipe to prepare the salsa. Afterward, a taste test and luncheon were held. Each child prepared a container of salsa to freeze for home use. This gardening and processing experience provided special-needs youth a hands-on educational opportunity to gain self-sufficient life skills.

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4-H CAMPING ESPECIALLY FOR SPECIAL-NEEDS MEMBERS

Laura Jane Murphy* and Debbie Carpenter

ABSTRACT:
The Lawrence County, Ohio, Open Door School provides a formal and non-formal learning environment for physically and/or developmentally disabled youth from 5-21 years of age. Their goal is to move these individuals into independent situations upon graduation. Nine of these students are confined to wheelchairs. These students have a low literacy rate and experience many challenges in communicating with others. Handicaps range from Down's Syndrome to cerebral palsy. A relationship has been developed with the local 4-H program to have in school 4-H clubs. Because of the students' various needs and requirement of full-time assistants, this population is not able to participate in a traditional 4-H camping situation. Club meetings will include activities that 4-H members would typically participate in at camp. They will do crafts, learn about nature, take mini-hikes, play games, have flag lowering and raising ceremonies and do campfire activities. The objectives are (1) to teach students about the environment and nature; (2) to enhance self-confidence and communication skills; (3) to promote understanding of the harmony of humans and nature; (3) to develop coordination in physical activities such as crafts and games; (4) to learn good citizenship practices with traditional camp flag raising and lowering ceremonies. At the end of the school year, students will visit the Canter's Caves 4-H Camp for a one-day experience at a traditional camp setting. They will be able to apply the skills and knowledge they have gained in the genuine outdoor laboratory. This experience will increase their engagement in learning and enjoyment in the 4-H experience.

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BARRIERS TO SCHOOL GARDENS IN CLARK COUNTY, SOUTHERN NEVADA

Angela O'Callaghan*

ABSTRACT:
Many studies document that school gardens provide physical activity for students, enhance education in science and other fields, and improve school aesthetics. Children who grow vegetables are more likely to eat vegetables, improving their nutritional status. Gardening can build self-esteem in at-risk youth. The population of Las Vegas increased roughly 450% since 1980, and a high percentage of that population is younger than 18. A new elementary school opens in Clark County every month. Other municipalities have found that integrating gardens into the curriculum can improve the learning environment. Cooperative Extension explored the potential for gardens in Southern Nevada. In December 2001, elementary school principals in Clark County were surveyed about the status of, and attitudes towards, gardens. Of the 40% responding, one third had gardens. Many reported problems with cultural practices, maintenance, and lack of interest. Southern Nevada's challenging environment was rarely listed. Among schools without gardens, 82% expressed a desire to establish, or explore establishing, one. The reasons given why no garden existed were lack of money and fear of vandalism. Where a garden had failed, the main reason was that the teacher who instituted it left the school. Virtually all respondents expressing any interest in a school garden voiced the need for teacher training to use it to enhance curriculum. Establishing school gardens in this region will require training in fundraising, and work with surrounding communities, but most importantly teaching teachers how to use gardens most productively.

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IDEAS FOR CAMPS AND TEEN RETREATS

Vernon Parent* and Carla Lee

ABSTRACT:
Fun ideas for camps and teen retreats are sometimes hard to come by. Ideas that have worked in Utah will be shared to help you plan your next event.

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HISPANIC YOUTH JOIN 4-H AND LEARN ABOUT HORTICULTURE

Dawn Sanchez* and Amelia Bradshaw

ABSTRACT:
This project encompassed two aspects of the 4-H program that needed strengthening in Uinta County--horticulture/gardening and minority youth. The project enrolled over 40 youth who were in the "English as a Second Language" Program at North Elementary in the 4-H horticulture project. With the assistance of Extension and school personnel, youth learned about plant science while growing their very own garden in the classroom. The project was conducted in much the same sense that a traditional 4-H Club operates only it occurred during the school day. At the beginning of the project, youth started on their own journal by setting goals and outlining what they would learn. This was followed by weekly classes utilizing a variety of curricula to teach them plant science and gardening techniques. They planted their own garden which they were responsible to take care of on a daily basis. During the project time frame, they had the opportunity to go on a project tour to visit the Aspen Grove Nursery in Evanston and learn about the commercial aspect of horticulture. The youth concluded the project by harvesting their garden and completing their journal with expenses and a project summary page, then exhibiting their end product to their parents, other school teachers, administrators and the school board.

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GROW A GARDEN, GROW A MIND

Deborah J. Ward*

ABSTRACT:
The Hawaii 4-H Youth Development Program provides training for K12 educators and programming for K12 youth in science literacy, utilizing school gardens and school wildlife habitats, service learning opportunities in natural settings, and curricula designed for Pacific island settings.

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GRAZING NOXIOUS WEEDS

Shannon Williams*

ABSTRACT:
Lemhi County, Idaho, has over 8,000 acres infested with leafy spurge (Euphorbia esula) and 15,000 infested with spotted knapweed (Centaurea). Traditional methods (e.g. mechanical, cultural, biological or chemical) have been the major management tools. Herbicides cannot be used in all areas. Climatic conditions do not allow all biological agents to thrive in Lemhi County. Research shows that grazing mature plants by small ruminants reduces their ability to compete with neighboring plants. Carefully managed grazing with goats holds potential to shift plant populations from invasive species (e.g. leafy spurge and spotted knapweed) to native species. (Launchbaugh, 2001) In cooperation with the Lemhi Cooperative Weed Management Area, grants were received to apply and demonstrate grazing as a weed management tool. Goats are now being utilized to manage leafy spurge and spotted knapweed. Two herds of 250 goats have been utilized to control leafy spurge. A grazing target of 90% bloom removal has been achieved in 2001 and 2002. Biological control was established in 1990 thru 2000 with very little impact on leafy spurge. In 2002, after two years of grazing, biological control populations have expanded and leafy spurge density has been reduced. Data from 4-treatment demonstration-utilizing goats to control spotted knapweed shows grazing to have a significant impact. Grazing at the bud to bloom stage shows a 73% reduction in year one and 93% reduction in year two in regards to the control. In 2002, goats were grazed in a herded situation successfully at the Salmon Waterworks.

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