

# Section 2: RESOURCES

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# MAKING THE MOST OF MG SPROUTS

The tools at the end of this section are included to help the MG SPROUTS team carry out the project. Forms, diagrams and templates are included to help a team through the process, from planning through final reporting. The following paragraphs suggest some ideas and best practices for working with youth, conducting the activities, and making the most of the MG SPROUTS project.

## PLANNING AND ORGANIZATION

Each MG SPROUTS session is a complete package and includes lists of materials needed, session plan, worksheets, and helpful dialogue intended to help to connect the session BIG Idea to the activities. Teamwork and planning are key to the success of a MG SPROUTS project. The roles of Master Gardener Extension Volunteers as MG SPROUTS Team Members and Team Leader are covered in a fairly general way in the assigned role descriptions. Assigning specific sub roles during the planning for each session helps the session to flow smoothly and contributes to a great SPROUTS experience for all. (It is possible for members of the MG SPROUTS team to fill more than one role during the session.)

### Pre-and Post Session Volunteers

Materials Coordinator: Gathers materials, makes copies for session and replenishes supply box.

### In-Session Volunteers

Session Leader: Acts as the in-charge leader for the session. Teaches the hands-on horticulture activity and leads welcome back and wrap-up discussions.

Greeter: Greets parents and participants, passes out name tags and collects journal sheets.

Story reader: Leads the read-aloud story, vocabulary words and book discussion.

Table activity leader: Assigned to a small group of children, preferably the same group each week. Assists participants with completing the KWL and hands-on horticulture activities. Helps set out materials prior to the session, as well as getting completed projects ready for transport home with participants.

Timekeeper: Keeps all activities on schedule and gives audible or verbal cues to leaders and participants to wrap up activity and move on to the next activity.

## BEST PRACTICES FOR WORKING WITH YOUTH

The joy of introducing children to the fun and wonder of growing things and gardening is one of the reasons MGEVs often cite as motivating them to start or continue working on youth garden projects. To be successful, a youth program must put the needs of children first. Youth development programs, including 4-H, cite meeting these needs as central to helping young people become competent, contributing adults. Distilled down to four concepts, the needs youth programs should strive to meet are: Belonging, Mastery, Independence, and Generosity.

**Belonging-** All children need to feel a sense of connection and caring in relation to their peers and adults with whom they have interaction. Providing the opportunity for young people to feel both physically and emotionally safe while being active participants within a group or organization is vitally important to creating positive outcomes.

- Have all participants and volunteers wear name tags.
- Create a personalized mat for each participant's take-home sheets and projects.
- Seek to engage all participants in group discussions. If you have "conversation-dominators" consider a token system or talking stick that is passed between participants so everyone has an opportunity to share.

**Generosity-** Creating the opportunity where a young person feels their life has meaning and purpose directly correlates to their ability to understand the "big picture" of life and enhances their ability in understanding the concept of giving back to communities and society.

- Celebrate random acts of generosity and helpfulness. Watch for examples in the class and acknowledge them during your group meeting. When children hear others being celebrated, they will be more inclined to be generous themselves.
- Have plenty of materials on hand for children to use. Children will feel more naturally inclined to be generous if they do not feel their own supply is threatened.
- Point out examples of generosity, stewardship and caring in the read aloud activities.

**Mastery-** Self-confidence is a primary component needed by all youth to thrive. When a young person feels and believes that they are capable and find success in solving problems and achieving goals, they develop self-confidence. Additionally, youth need a safe environment in which to practice and build self-confidence, an environment where they are supported when mistakes are made and where positive and constructive feedback is given. Competitive events should not be the only outlet by which youth build confidence and/or seek mastery of various hobbies or interests.

- Children ages 6-8 are just beginning to get control over fine motor skills. Encourage them to use whatever writing or drawing instrument makes them most comfortable. Have them write or draw to their personal ability and help them get their own ideas on paper.
- If they are really having difficulty, you may ask them to dictate a word to you or ask questions that encourage them to think but allow them to work on it before you jump in to do it for them.

**Independence-** Youth need to know and understand that their decisions and actions often hold the power to influence others and/or events. Through the practice of independence, youth mature in self-discipline and responsibility, they learn to better understand themselves and often become independent thinkers.

- During discussion time, if you don't get the exact answer, acknowledge the speaker's idea in a positive way and continue to seek more answers.
- Encourage a child to try again if he doesn't succeed at an endeavor right away.
- Ask for cooperation and responsibility with cleaning up.

## *Guidelines for Creating Positive Behavior Expectations*

Session 1 includes a group discussion to establish a few rules for the MG SPROUTS groups and communicates the expectation for how participants will behave during the session. Use a dry erase board or print the 3 B's poster. Keep the 3 B's visible during sessions. Throughout the subsequent sessions, take time to refer back to that discussion to remind participants of that discussion and give positive reinforcement.

- Acknowledge the positive behavior you want to continue  
*Michael, I like the way you are listening and following directions.*
- Use positive language  
*I am so pleased to see that you are remembering our group's rule to be safe and keep our hands to ourselves.*
- Communicate a faith in the child's ability to follow rules  
*Leeanne, I know you can be patient until Louis has finished with the glue.*
- Remind the participants of the behavior expectations set up in Session 1  
*If we have trouble remembering the expectations for behavior at MG SPROUTS, we can just look at our 3 B's poster.*
- Use direct language  
*It's time for us to listen. Give me five.*

## *USING KWL AND JOURNAL (Where I Live And Play Take-Home) SHEETS*

One of the desired outcomes for MG SPROUTS is for participants to explore the plant world, connecting gardening and horticulture with the environment. To get an idea of how MG SPROUTS is expanding the participant's knowledge of and experience with plants, we use KWL worksheets and Where I Live and Play take-home journal worksheets to record their impressions and experiences over the six sessions. These worksheets not only help us know what level of knowledge our participants come in with, but they also use the participant's prior knowledge and learning to set a framework for new learning. These sheets are also known as graphic organizer worksheets and are often used in art classes, but they can also be used in science activities to spark inquiry.

### **KWL Worksheets**

The KWL worksheet is used as a gathering activity as participants come together at the start of each session. Their responses form a starting point of knowledge and learning for participants. To use the worksheets, distribute the KWL sheet to each participant at the beginning of the session, after the parent has checked in the participant. The table will be set with a few items relating to the session to spur inquiry. Ask him or her to write their name on the sheet and write or draw in the "K" section, something they already know about the items on the table. In Session 1, the items might be sunflower plants, seeds, dried flower heads or all of these. Volunteers can help initiate the thought process by asking questions, such as:

- What do you see?
- Have you seen these before?
- What do you think they are?
- What do you know about the things you see?

In the second column, participants should write or draw something they want to know about the plants or items. You can help initiate the thought process by asking questions, such as:

- What do you want to learn about these plants?
- How tall will they grow?
- How long it might take to grow, etc.

These KWL sheets are collected up and held until the next session, when they are returned to participants to finish the final section (L-learned). In the last section of the sheet, participants write or draw something they learned about at SPROUTS or at home after the session. They may use the journal take-home sheets to remember any discoveries or learning that occurred after or as a result of the session activities. Ideally, in the “L” section they are able to answer questions they formulated in the “W” section.

The table below gives an idea of age-appropriate expectations for KWL responses:

GRADE LEVEL	RANGE OF AGE APPROPRIATE JOURNALLING EXPECTATIONS	HELP STUDENTS BY...
Preschool	drawing pictures, making “scribbles”	<ul style="list-style-type: none"> <li>• having pre-writers dictate words for volunteers to record</li> <li>• providing examples of what students may want to write or draw</li> <li>• offering to spell words out on board before beginning</li> <li>• assisting “slow-starters” by asking them questions and helping them think about what they want to write about</li> <li>• beginning sentence/paragraphs with open ended statement such as “today I learned about...”</li> </ul>
Pre-K - Kindergarten	drawing pictures, drawing and labeling pictures, several short sentences	
1st and 2nd Grade	drawing and labeling pictures, a short to complete paragraph with or without drawings, possibly multiple paragraphs	
3rd - 5th Grade	long paragraph to multiple paragraphs, students may still want to add drawings	

### Bringing It Together

As each session KWL sheet is fully completed, please take a moment to evaluate the sheet based on the evaluation rubric below. For each sheet, assign points for items in each row (Know, Want, Learned) per page. Transfer the total numbers to the results sheet. Return the results sheet to the local Agent sponsor for reporting and save the completed KWL sheet to place in the participant’s My SPROUTS Journal. If time constraints prevent scoring all of the KWL sheets for every session, gather and report data from Sessions 2 and 4. Data from these two sessions should present a fair representation of the learner’s articulation of new knowledge.

KWL EVALUATION RUBRIC			
Points	K	W	L
3	Uses many appropriate vocabulary words and concepts of what plants need to grow Clear ideas	Thoughtful questions about plants At least 3 questions At least one questions begins with “how” or “why”	All vocabulary is defined correctly Some examples provided for vocabulary Includes accurate and detailed information from the lesson.
2	Uses some vocabulary and concepts Clear ideas	Mostly thoughtful questions At least 2 questions listed	Most vocabulary is defined correctly No examples provided Includes explanation of information contained in the lesson though they may not be complete or entirely accurate
1	No use of vocabulary words or concepts Unclear ideas or blank	One or no questions are listed or is blank Questions are silly or not on-topic	Definitions severely incomplete or incorrect No examples provided No explanations or blank

### Where I Live and Play Journal Sheets

We will use these take-home journal sheets throughout the sessions to encourage independent thinking, exploration, and wonder about plants outside of the SPROUTS sessions. There are six different journal sheets to encourage thinking and wonder about insects, vegetables and fruit, soil, and more. These journal sheets can also be integrated into the group sessions in the following ways:

- As a show-and-share activity. Have several participants bring appropriate garden-related items each week. Set the item out and have participants make some notes about the item on their sheets. Break into smaller discussion groups with the participants going first, sharing their observations and questions, and then encouraging the participant who brought the item to share additional information with others in the group.
- As a follow-up activity. Send extra journal sheets home with participants so that they can find something they do not already know about. They can write or draw their observations and thoughts on the journal pages and add them to their My SPROUTS Journal. They can also share their findings during the next SPROUTS session.
- As a game. Have participants pick something at home or at the meeting site to complete a journal sheet. Have them be secretive about what they pick. Take turns, as a group, sharing the describing and wonder words until someone can identify what has been written about.

### My SPROUTS Journal

The My SPROUTS Journal is a collection of the KWL worksheets, the Where I Live and Play take-home worksheets and additional blank journal sheets bound together at the last SPROUTS session. The purpose in using the journal is to give participants a place to write, think and describe what they are learning. The take-home sheets give participants the opportunity to engage parents and family in inquiry-based learning activities. There is an optional last sheet with a space for contact information to connect participants with their local UGA Extension office, connecting participants and families with the idea that UGA Extension is a learning place.

## THE SPROUTS READ-ALoud EXPERIENCE

The interactive read-aloud is an important and valuable component of every SPROUTS session. The purpose is to create a group story reading experience that is related to the art and science of horticulture and the BIG Idea for the session. Because developing a community of readers is as important as developing a community of gardeners, strengthening literacy is one of the benefits of SPROUTS. Literacy develops as children gain experience with oral language and print.

Studies show that:

- Literacy and language are as essential to science learning as the practice of inquiry.
- Children who are read to are more likely to become avid readers outside of school.

- Time spent reading outside of school is an important indicator of academic success.
- Reading about hobbies and subjects that interest them are crucial to motivating reluctant readers.

Here are a few tips to help make it easy and fun and help readers and listeners get the most from the experience:

- Prepare for the read-aloud: Familiarize yourself with the book before the session reading. Read the story aloud and then consider where you want to pause for discussion and interaction. Each SPROUTS Session guide includes suggestions for discussion.
- Introduce the book and set the stage for what’s going to happen in the book. Set the stage for listening by asking an “I wonder” statement based on the cover illustration or title. Read the title and author’s name. Encourage the children to comment and predict what will happen in the story.
- Use the vocabulary word list to introduce listeners to words from the story that may be unfamiliar to them. Before the reading begins, introduce the word (written on the dry erase board) and ask listeners help you define the word. Ask them to raise their hand and cover their mouth when they hear the word occur in the story. Then, ask them to repeat the word with you.
- Read the book aloud, using your voice to express the meaning and project a character’s voice when appropriate. Stop briefly to comment, ask a question, or invite your students to share their thinking.
- After the reading, invite listeners to reflect on the book’s purpose and themes, share what they absorbed from the text, and comment on their favorite pictures.
- Connect the book to other titles you’ve read and enjoyed together. Note similarities and differences. What big ideas do the two books explore? Encourage participants to do additional reading about topics the book explored and remind them that there are additional book recommendations in the Grow On! Newsletter.

## *Tips for Reading Aloud in Sprouts Sessions*

- Explain new vocabulary before you begin reading. Before beginning the story, talk about new words that might be in the story. Use the white board to write them where they can see them and when you reach them in the story have someone point to the word on the board. Make sure all students can hear you and see pictures in the story.
- Be dramatic! The more you make the story come alive, the more engaged children will be.
- Remind children how to be good listeners! It can be exciting that children want to contribute stories, questions, and comments during story time, but this behavior can quickly get out of hand and detract from the overall learning experience. Tell students that you value their contributions, and explain how and when you want them to contribute, and do this before you begin reading.
- If you are having a hard time keeping discussions on track, or you have students who dominate the group discussion time, you may find using a talking-stick or other similar object helpful. Explain to students that in many Native American tribes, people used a “talking stick” to make sure that each person had a turn to share his or her ideas and opinions with the rest of the group. The person holding the stick had the right to speak. Everyone else was expected to listen with respect. When a person finished talking, he or she passed the stick to someone else. This technique may also empower shy participants to participate, but don’t force a child to speak if he or she doesn’t want to.

## *Vocabulary Words*

Before each session, use the dry erase board to write 1-5 vocabulary words that appear in the read-aloud. Suggested words appear on the front right page of each session guide or choose others from the text. Briefly discuss the words before the reading starts. You may also want to highlight some of the technical or horticultural words that you use in the hands-on activities and discuss them. Encourage participants to help think of what a particular word means, and when they give an answer that’s not quite correct, acknowledge the answer in a positive way and continue to ask, guide and prompt until you get the desired definition. When the word comes up in the story, remind them of the definition. There is a **Vocabulary Quick Hints** sheet included in the Resources section.

## *Read-Aloud Resources*

- **Hints on How to Read Aloud to a Group**  
<http://www.readingrockets.org/article/hints-how-read-aloud-group>
- **Reading Aloud to a Group of Children: Tips & Tricks**  
<http://blogs.brighthorizons.com/familyroom/reading-aloud-group-children-tips-tricks/>
- **The Read-Aloud Handbook** by Jim Trelease  
<http://www.trelease-on-reading.com/>

# HANDS ON HORTICULTURE ACTIVITIES

The Hands-on Horticulture activities are an important part of the MG SPROUTS session. More than just starting seeds or craft projects, these activities give youth participants the opportunity to practice mastery. Many of the sessions offer suggestions on adapting the activity for varying skill levels. (NOTE: The dialogue included in italics is intended to help the lead volunteer tie all of the activities together with the BIG Idea, not to direct the volunteer to read a scripted message.)

## *Group Management Techniques for Hands-on Horticulture Activities*

- Rely on the volunteer timekeeper to keep the sessions on track.
- Make eye contact with the children and try to use their names. Kids love personal attention.
- Smile and don't be afraid to use humor. Kids love a good laugh.
- Request student volunteers to help you distribute materials, samples, and hand-outs. Children love to feel important.
- Stop and wait for attention from everyone. This will ensure that students will settle down and pay attention to you every time you ask.
- Give short oral directions, and show students what you want them to do.
- After giving directions, provide time for students to work. Stop them if you want to provide an explanation, give the next direction, or say something to the whole class.
- Periodically, check to see that everyone is following along by having students hold something up or give you a thumbs-up when they are ready for the next step.
- Give the group thinking time after you ask a question. Each child needs time to think about the question before someone answers it. Do not jump to your own rescue if a question is unanswered. Be patient and, if necessary, re-phrase the question.
- Try to catch children being good and praise attentive and helpful behavior, which you want to encourage for all students.
- Use everyday examples and simple language to make science fun and accessible for children.
- Enjoy the children, their enthusiasm, and their sense of wonder. They have a fascinating perspective on the world.

(Portions excerpted from American Chemical Society's online resources for volunteers working with kids in the classroom)





ROLE TITLE: MG SPROUTS AGENT SPONSOR

RATIONALE: Provides oversight to the volunteer team offering the MG SPROUTS project to youth age 6-8.

PROJECT COORDINATOR: Consumer Horticulture Ornamentals Specialist, Department of Horticulture

LOCATION: Libraries, recreation centers, Extension offices, schools, or other appropriate locations

DUTIES:

- Arrange for pre-event training sessions from the State Program Office of the Georgia Master Gardener Extension Volunteer program
- Work with MG SPROUTS Team Leader to schedule MG SPROUTS sessions and locations
- Establish the frequency of MG SPROUTS sessions and the number of hours MGs are to spend at each session
- Recruit and train a MG SPROUTS Team Leader
- Ensure that MGEVs recruited by the MG SPROUTS Team Leader who will staff the events are fully prepared to work with the youth audiences targeted for the project. For the safety and security of participants, a minimum of two adult volunteer leaders are required to be with participants at all times. Background screening and completion of 4-H Risk Management training are required for all participating Extension volunteers
- Collect Master Gardener Activity Report from the MG SPROUTS Team Leader
- Collect KWL sheet data and post to the MG SPROUTS Project Impact site (TBD)

REPORTING TIME AND DURATION: Outcomes and impacts of the project, including Master Gardener Activity Reports, and numbers and contributions of non-MG volunteers, should be reported via GA Counts and the MG SPROUTS Project Impact site (TBD). Entries should be reported against (insert Issue and Youth Horticulture topic/keyword here). Agents submitting results by January 31 for prior year will be recognized as contributors to the project in the statewide impact statement submitted by the State Program Office of the Georgia Master Gardener Extension Volunteer program

EXPECTED RESULTS: Youth participating in the MG SPROUTS project will increase their awareness of plant care and their personal impact on the environment. Volunteers will have opportunity to be a positive role model for youth while learning more about youth development and be recognized for leadership contributions to the project. Agents will gain recognition for contributing to a statewide youth horticulture program and fostering middle-management volunteer leadership within educational programming.

RESOURCES: "Growing a MG SPROUTS Project" Training Sessions, Master Gardener Advanced Training in Youth Horticulture, MG SPROUTS Project Supply Box, MG SPROUTS Project Guide and additional supplemental publications from The University of Georgia Cooperative Extension publications ([www.ugaextension.com](http://www.ugaextension.com)), The Georgia Master Gardener Handbook, other Extension or Extension-approved books, pamphlets, fact sheets, etc.



**ROLE TITLE: MG SPROUTS TEAM LEADER**

**RATIONALE:** Coordinates the volunteer team that will offer the MG SPROUTS project to youth ages 6-8

**SUPERVISOR:** Extension Agent

**LOCATION:** Libraries, recreation centers, Extension offices, schools, other appropriate locations.

**DUTIES:**

- Participate in Youth Horticulture and/or MG SPROUTS training sessions to become familiar with materials and activities
- Complete background screening and 4-H Risk Management training; these are required for all participating Extension volunteers
- For the safety and security of participants, ensure that a minimum of two adult volunteer leaders are with participants at all times
- Delegate the gathering of supplies to team members
- Schedule a lead volunteer and 1-2 support volunteers for each lesson (sample volunteer scheduling tool included in project box)
- Make arrangements with designated location(s) for the session frequency, dates, and times
- Remind scheduled volunteers a week in advance of their commitment to conduct the next MG SPROUTS session
- Remind team members to submit SPROUTS Session Report and program Participation Sheets for each MG SPROUTS session
- Compile SPROUTS session reports into the final Master Gardener Activity Report and submit reports to Extension agent the week following the last MG SPROUTS event, along with supporting materials
- Assist team members in obtaining replacement supplies for the MG SPROUTS project supply box
- Forward any questions that MGs cannot answer to Extension staff
- Throughout the project, meet with SPROUTS team to plan upcoming sessions and at the end of the scheduled MG SPROUTS sessions evaluate the success of the project, identify outcomes, discuss what could be done differently, and decide whether or not the project will be repeated in the next year
- Collect the KWL sheet results data and forward to Extension Agent for posting to the MG SPROUTS Project Impact site (TBD)
- Train incoming MG SPROUTS team leader
- Summarize team accomplishments monthly to team members and Extension agent

**REPORTING TIME AND DURATION:** Reports to the Extension Agent. Outcomes and impacts of the project, including numbers and contributions of non-MG volunteers, should be reported on the Master Gardener Activity Report. A monthly team summary should be prepared and shared at scheduled planning meetings.

**EXPECTED RESULTS:** Youth participating in the MG SPROUTS project will increase their awareness of plant care and their personal impact on the environment. Volunteers will have opportunity to be a positive role model for youth while learning more about youth development and be recognized for leadership contributions to the project.

**RESOURCES:** "Growing a MG SPROUTS Project" Training Sessions, Master Gardener Advanced Training in Youth Horticulture, MG SPROUTS Project Supply Box, MG SPROUTS Project Guide and additional supplemental publications from The University of Georgia Cooperative Extension publications ([www.ugaextension.com](http://www.ugaextension.com)), The Georgia Master Gardener Handbook, other Extension or Extension-approved books, pamphlets, fact sheets, etc.



ROLE TITLE: MG SPROUTS TEAM MEMBER

RATIONALE: Provide support to the volunteer teams offering the MG SPROUTS project to youth age 6-8.

SUPERVISOR: MG SPROUTS Team Leader

LOCATION: Libraries, recreation centers, Extension offices, schools, or other appropriate locations.

DUTIES:

- Participate in pre-event training sessions to become familiar with materials and activities, gather supplies, and sign up for specific volunteer times.
- Complete background screening and 4-H Risk Management training; these are required for all participating Extension volunteers.
- For the safety and security of participants, ensure that a minimum of two adult volunteer leaders are with participants at all times.
- Sign up for one or more MG SPROUTS sessions at prearranged sites and times, either as the session leader or as a supporting volunteer.
- Throughout the project, meet with SPROUTS team to plan upcoming sessions and at the end of the scheduled MG SPROUTS sessions evaluate the success of the project, identify outcomes, discuss what could be done differently, and decide whether or not the project will be repeated in the next year.
- On agreed-upon date, deliver the MG SPROUTS lesson at the prearranged site and time in the community.
- Arrive early to set up the space, and after the activity, return the space to an orderly and clean condition.
- Keep records of session including Program Participant Sign-in sheet and Session Report
- And submit Extension agent the week following the MG SPROUTS event.
- Maintain contents of the MG SPROUTS project supply box, refilling as necessary after each public session.
- Forward to Extension staff(s) any questions that MGs cannot answer.
- At the end of the scheduled MG SPROUTS session, meet with SPROUTS team to evaluate the success of the project, identify outcomes, discuss what could be done differently, and decide whether or not the project will be repeated in the next year.
- Suggested session sub-roles: greeter, session leader, story reader, table activity leaders, timekeeper, and others as needed.

REPORTING TIME AND DURATION: Reports to the MG SPROUTS Team Leader. Master Gardeners will conduct MG SPROUTS sessions at specified frequencies, at designated locations, and they will report time spent on the MG SPROUTS project to the MG SPROUTS Team Leader. Outcomes and impacts of the project, including numbers and contributions of non-MG volunteers, should be reported on the Master Gardener Activity Report. Individual hours volunteered on the project will be recorded on the individual's MGLOG entry.

EXPECTED RESULTS: Youth participating in the MG SPROUTS project will increase their awareness of plant care and their personal impact on the environment. Volunteers will have opportunity to be a positive role model for youth while learning more about youth development.

RESOURCES: "Growing a MG SPROUTS Project" Training Sessions, Master Gardener Advanced Training in Youth Horticulture, MG SPROUTS Project Supply Box, MG SPROUTS Project Guide and additional supplemental publications from The University of Georgia Cooperative Extension publications ([www.ugaextension.com](http://www.ugaextension.com)), The Georgia Master Gardener Handbook, other Extension or Extension-approved books, pamphlets, fact sheets, etc.



# MG SPROUTS Team Contacts

<i>Session Dates</i>	
<i>Session Location Address</i>	
<i>Location Contact</i>	
<b><i>Sprouts Project Team</i></b>	<b><i>Contact Information</i></b>
County Extension Agent/Sponsor	
AFTER HOURS EMERGENCY CONTACT	
MG SPROUTS Team Leader	
MG SPROUTS Team Member	
MG SPROUTS Team Member	
MG SPROUTS Team Member	

<i>Sprouts Project Team</i>	<i>Contact Information</i>
MG SPROUTS Team Member	
MG SPROUTS Team Member	
MG SPROUTS Team Member	
MG SPROUTS Team Member	
MG SPROUTS Team Member	
MG SPROUTS Team Member	
Notes	



*MG SPROUTS Session Planning Tool*

<p><i>Session #</i></p>	<p>Session leader</p>	
<p><i>Date</i></p>	<p>Greeter</p> <p>Story reader</p> <p>Table activity leader 1</p> <p>Table activity leader 2</p> <p>Table activity leader 3</p> <p>Table activity leader 4</p> <p>Timekeeper</p> <p>Additional Volunteers</p>	
<p><i>Session #</i></p>	<p>Session leader</p>	
<p><i>Date</i></p>	<p>Greeter</p> <p>Story reader</p> <p>Table activity leader 1</p> <p>Table activity leader 2</p> <p>Table activity leader 3</p> <p>Table activity leader 4</p> <p>Timekeeper</p> <p>Additional Volunteers</p>	



# MG SPROUTS Supply Box and Materials List

<b>SUPPLY BOX General Supplies</b>	
Nametags Clipboards Pencils, markers, crayons Disposable tablecloths or cut garbage bags for work tables Rulers Plastic, zip-top style sandwich bags	Scissors Plastic spoons Hand whisk broom and dustpan Trash bags Permanent marker or pencil (Sharpies, grease pencils, #2 pencils, etc.) Food storage bags and twist ties
<b>Session 1 Supplies</b>	
Ball of yarn Toothpick All-purpose flour* Water* Spoons	Small bowls for putting flour in center of table Seeds Newsprint or other biodegradable paper *Nontoxic white school glue may be substituted
<b>Session 2 Supplies</b>	
Hammer Nail or awl for piercing plastic lids Wide-mouth, 20-oz, heavy plastic beverage bottle (i.e., Gatorade or fruit juice bottle) for each participant, rinsed and empty Block of wood A mixture of plant tags and materials, including purchased and home-made	A pot that contains a mixture of unlabeled seedlings (sow seeds ahead of time to show differences in leaf shapes) Potted plant with a plant tag Mixture of materials to use in making plant tags (should be able to write on them)
<b>Session 3 Supplies</b>	
Compost (composted plant product, not manure or other composted animal waste, used for 2 activities) Several large, shallow bowls or pans, such as a disposable roasting pan Garden soil Clear plastic container	Perlite or vermiculite Peat moss Measuring cups Clear zip-top food storage bag for each child (quart or gallon size)
<b>Session 4 Supplies</b>	
Garlic-several whole heads 1 (for each child) 2-liter plastic bottle with top half cut off and holes punched in the bottom Potting soil made during Session 3	Ruler or other tool to measure inches
<b>Session 5 Supplies</b>	
1 (for each child) personal-sized recycled beverage bottle (20 oz), clear plastic, with lid on Assorted craft supplies, like wiggly eyes, pipe cleaners, pompoms, feathers, rocks, glitter, etc. Construction paper	Awl, punch, or sharp knife Potting soil Pothos plant cuttings (or similar, easy-to-root house plant)
<b>Session 6 Supplies</b>	
Notebook, folder or binding for <i>KWL and My SPROUTS Journal</i> pages Gardening catalogs and magazines Construction paper 12" x 18" Means of fastening calendar together, such as a clear plastic report cover (sliding bar style will work well), a stapler, brass brads and hole punch, etc. Acorns (1 for each child)	Potting soil Measuring spoons 4-6" flower pots (1 for each child) Plant tag



# MG SPROUTS Book List



1. **Sunflower House** By Eve Bunting, illustrated by Kathryn Hewitt, Voyager Books, Harcourt Brace & Company ©1996, ISBN-13: 978-0152019525

In this beautifully illustrated storybook, a boy sows seeds in a circle, plays with friends inside the circle of sunflowers, then collects the seeds for next year. This lesson includes group introductory activities and discussion establishing ground rules for an ongoing group.

Themes: Life cycles of plants, sharing, imagination, seed sowing and seed harvesting, seasons of the garden.

BIG Idea: Plants grow from seeds and seeds come from flowers.

2. **Jack's Garden** By Henry Cole, Harper Collins Children's Books, ©1995, ISBN-13: 978-0688152833

"This is the garden that Jack planted..." Based on the familiar rhyme story about the house that Jack built, this beautifully illustrated book follows Jack through the building of a garden.

Themes: Soil, weather, insects, life cycles, interdependence of living things.

BIG Idea: Plants grow in a natural and complex world filled with diversity.

3. **Compost Stew** by Mary McKenna Siddals, illustrated by Ashley Wolff. Tricycle Press; © 2010. ISBN-13: 978-1582463162

From the inside cover, "From eggshells to wiggly worms, this delightful recipe in bouncy verse features items--some familiar and some not so--that are fit for the home compost bin and will nourish Mother Earth."

Themes: recycling, composting.

BIG Idea: Plants grow in soil and gardeners can help the earth by composting to make good soil for plants to grow in.

4. **The Ugly Vegetables** by Grace Lin. Charlesbridge: © 2001; 32 pages. ISBN-13: 978-1570914911

A girl and her mother plant a garden. To the little girl, the neighbors' flowers seem much better than their plain green vegetables. Only after the neighbors come to share her mother's delicious vegetable soup does the girl gain an appreciation for the "ugly vegetables" from her garden.

Themes: Diversity, sharing, identity, community.

BIG Idea: Through gardening and growing plants we can express creativity, culture and promote sharing.

5. **Plantzilla** by Jerdine Nolen, illustrated by David Catrow. Silver Whistle, © 2002. 32 pages. ISBN-13: 978-0152053925

"Mortimer Henryson loves Plantzilla, the plant he's been taking care of all year in his third-grade classroom. He loves him so much, he takes him home for summer vacation. What could go wrong with a . . . plant? But life in the Henryson household soon takes a strange turn. A pot roast disappears, then steaks from the grill--and where has Mrs. Henryson's prize Chihuahua gone?" -Goodreads

Themes: Humor, responsibility, caring for living things.

BIG Idea: Caring for plants and other living things is engaging and an enjoyable experience.

6. **The Tree Farmer** by Chuck Leavell and Nicholas Cravotta, illustrated by Rebecca Bleau. 32 pages. Evergreen Arts; © 2010. ISBN-13: 978-061535520

A grandfather who owns a tree farm takes his grandson on a magical journey through the forest, where trees become musical instruments, books, a baby's crib and more. The story explains the vital role that trees play in our lives, providing us with the wood for our homes, furniture and other products--and mankind's responsibility to protect and care for them. Co-authored by Chuck Leavell, musician, Georgia tree farmer, conservationist and longtime keyboardist for the Rolling Stones.

Themes: Value of forests and trees in our lives, connecting our role as stewards of natural resources.

BIG Idea: The things we grow and the ways we care for them can affect the health of the environment.



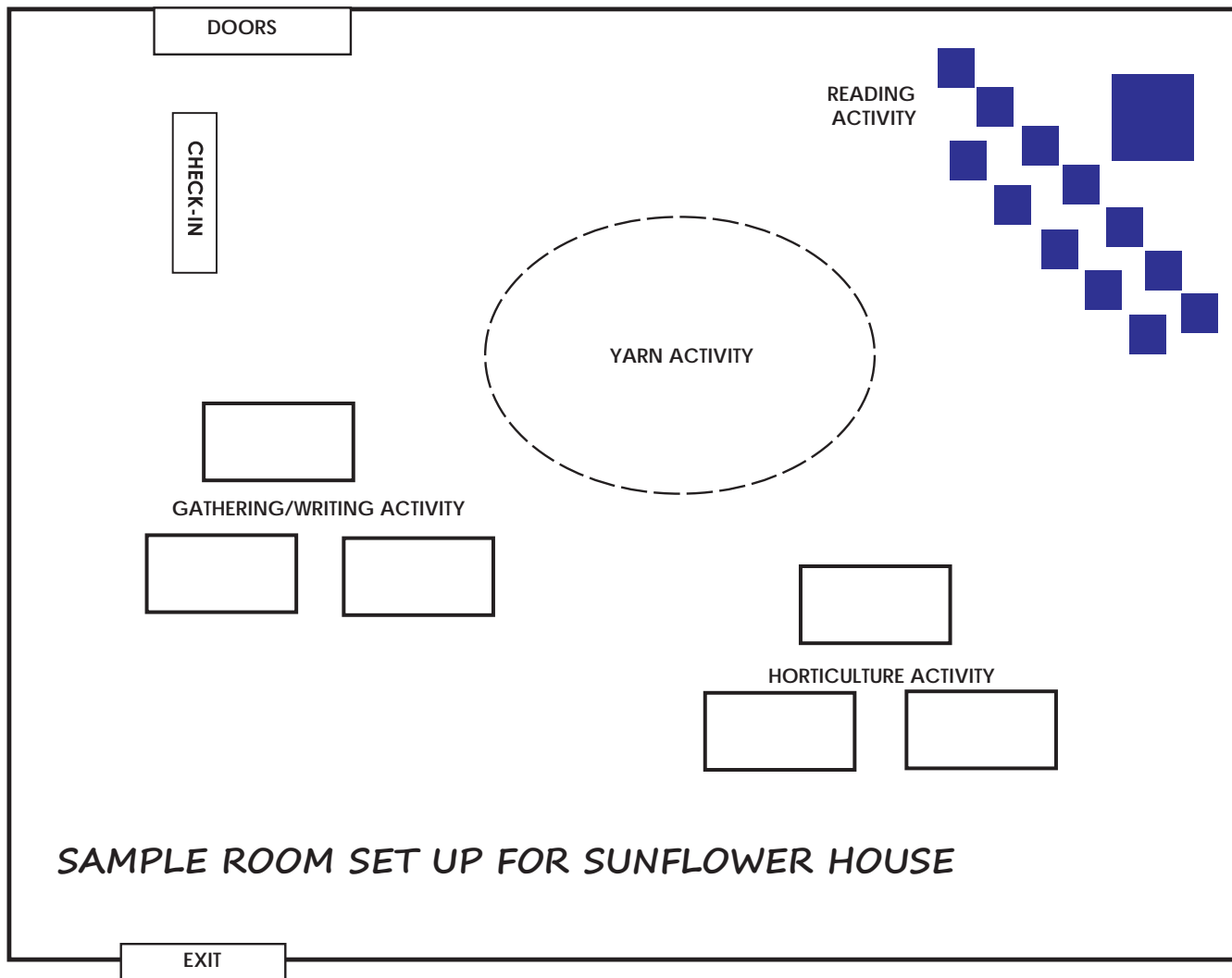
# Hort Helper

( a planning tool to help you organize and prepare plant materials and supplies)

	6-8 WEEKS	2-4 WEEKS	10 DAYS-1 WEEK
Session 1: Sunflower House			sow sunflower seeds
Session 2: Jack's Garden			sow mixed seedlings
Session 3: Compost Stew			
Session 4: The Ugly Vegetables		sprout garlic	
Session 5: Plantzilla	collect juice bottles	root pothos	
Session 6: The Tree Farmer	source acorns or tree seedlings		







**SAMPLE ROOM SET UP FOR SUNFLOWER HOUSE**

ACTIVITIES ROOM GRIFFIN PUBLIC LIBRARY

**Room Set-up**

To accommodate several activities within a short amount of time, it is best to set up your activity space with areas for each individual task. Look ahead to each session and determine what activities are included and how many stations you will need. Each session has four parts. As children move from one part to the next, the supporting volunteers can help tidy the work areas and prepare the next activity. This is especially important if you are short on space and need to use the same area for more than one activity.

It is best to not have children waiting while you set up an activity. Attention spans are short. If for some reason you cannot take the children from one activity right into the next, be prepared with a short game or distraction.

**Check-In**

Designate a specific space for checking in youth participants. Make sure you have pens for parents to sign in the children and write their phone numbers. Have blank nametags on hand, along with a few markers to write names. Keep your registration note book in this space, too.

**Gathering Activity**

As participants arrive, be prepared to engage them in a simple activity that relates to the session and prepares everyone to focus their attention on the leader. If you do not have enough space to make this a separate area from other activities, then be prepared to direct the children to another area for the next activity and have supporting volunteers tidy the area for the next activity in this space.

### ***Potting and Planting***

Activities that require work with potting soil and plants or seeds are best contained to one area. Use a disposable table cloth (available at the Dollar Store) to cover the work space. When the activity is complete, simply pick up the corners of the table cloth, fold it into itself so no bits of soil and plants fall out, and dispose of the entire thing in a trash bag.

It is helpful to pre-moisten potting soil before the session starts. An easy way to do this is to put potting soil into a medium-sized, clear plastic storage box with a snap-on lid. Bring the moist soil mix in the box to the session and place in the area designated for potting and planting. Participants can work over top of the box to fill their individual pots. Alternately, the pre-moistened potting soil can be divided among aluminum pans, such as disposable roasting or food service pans, that are placed in several spots around the work space. Any remaining potting soil can be returned to the storage box for clean-up and transport.

### ***Coloring and Crafting***

Activities that include coloring and crafting can be set up at separate stations from potting and planting. Newspaper or a roll of brown craft paper can be put down to protect work surfaces and make clean-up easier. If an activity calls for glue, you can measure a small amount of glue into individual containers, such as a small Dixie cup, or onto the lid of a plastic recycled container. Toothpicks, paint brushes, or Q-tips can be given to each child to spread the glue onto their project or activity. This helps reduce waste and avoid issues with sharing limited bottles of glue. Dispose of the individual glue pots and any toothpicks or Q-tips at the end of the session (Wash glue from paint brushes at end of session to reuse).

Crayons and markers are easily stored in a shoebox-size box. When placed in the center of the table, they can easily be shared. Alternately, place a handful of crayons or markers at several spots in the middle of the table so that everyone can easily reach some. If you have a younger group, you may want to invest in the jumbo-sized crayons.

### ***Reading***

Designate a space for the reading activity. You will want to move the children away from the activity centers to keep them from fidgeting with supplies while the story is being read. Choose a corner or space where each child can sit quietly to listen to the reader. Individual mats to sit on are great, but not required. A row of small chairs or a carpeted space where children can sit on the floor will be fine. The adult reader should face the children in a way that the book and pictures can be shared while reading occurs.

## *Librarian/Community Partner Letter*

[Insert Date]

[Insert name and address]

Dear [Insert Librarian's name]:

Do you remember the wonder of watching a seed germinate? Have you experienced the joy of watching plants grow? As Master Gardener Extension Volunteers, we know that it is important to introduce children to the wonder of plants and gardening at a young age so that they grow up to be adults who care about the wellbeing of our environment and communities.

We would like to offer a series of garden projects, called MG Sprouts, to youth in our community ages 6-8. MG Sprouts is a six-session experience that introduces youth to the wonder of gardening through a series of activities and books. Participants will learn about "ugly vegetables," Jack's garden, and plants gone wild through hands-on activities as well as garden journals and reading! I have enclosed a sample session outline for you to see how interactive and exciting these sessions are.

Ideally, we would like to partner with the [insert library name] to offer these sessions to the community in a central place. We ask only a little of the library in this partnership. We would like to keep the books for MG SPROUTS (list follows) on reserve for the duration of the project. We request use of the [insert name of room] from [insert session time, including set-up and clean-up]. We would like to hold the sessions beginning [insert first meeting date] at [insert meeting time]. With your permission, we would hold the sessions in the [insert name of room]. With your permission, we would credit the library as sponsor of MG SPROUTS and recognize you in our press release materials. While the sessions are lively and hands-on, we are prepared to protect the library's resources and thoroughly clean up after each session.

MG SPROUTS is led by Master Gardener Extension Volunteers who are screened and trained volunteers partnering with University of Georgia Cooperative Extension to extend gardening and horticulture information to the public. These volunteers participate in at least 40 hours of classroom training and 50 hours of volunteer service on behalf of UGA before earning the Master Gardener title.

We do limit registration for MG SPROUTS to the first XX youth who complete registration by [insert registration deadline]. The UGA Cooperative Extension Office in [insert county name] County will handle registration details.

Thank you for your consideration of our request to sponsor MG SPROUTS! I will follow up with you via [insert phone or email, etc.] by [insert date] to discuss the details.

Sincerely,

[insert MG Sprouts team leader contact information]

CC: UGA Cooperative Extension Office in [insert county name] County



# MG SPROUTS



## *Horticulture Activities for Kids*

*MG SPROUTS IS COMING SOON!*

MG SPROUTS is a Master Gardener Extension Volunteer-led horticulture program for kids ages 6-8. Popular children's literature provides a base for each of the six sessions. We'll read a garden-related story and explore the world of plants through hands-on horticulture, writing, games and other fun activities.

**PLACE**

**DATES**

**TIME**

**TO REGISTER CALL**





[UGA LETTERHEAD]

FOR IMMEDIATE RELEASE:

MG SPROUTS IS COMING SOON!

City, State/ - Month Day, Year

Do you remember the wonder of watching a seed germinate? Have you experienced the joy of watching plants grow? Do you know a child who would be interested in these experiences?

University of Georgia Cooperative Extension [insert county name] County, in partnership with [insert library name or other partner], is offering MG SPROUTS for youth ages 6-8. This six-session experience will introduce youth to the wonder of gardening through a series of activities and books conducted at [insert meeting location]. Participants will learn about “ugly vegetables,” Jack’s garden, and plants gone wild through hands-on activities as well as garden journals and reading! Sessions are held [insert the meeting details].

MG SPROUTS is led by Master Gardener Extension Volunteers who are screened and trained volunteers partnering with University of Georgia Cooperative Extension to extend gardening and horticulture information to the public. These volunteers participate in at least 40 hours of classroom training and 50 hours of volunteer service on behalf of UGA before earning the Master Gardener title.

Registration is required for participation in MG SPROUTS. Contact the UGA Cooperative Extension Office in [insert county name] County at [insert telephone number] for complete details. MG SPROUTS is limited to the first XX youth who complete registration by [insert registration deadline], so don’t delay!

Contact Information

###

[Insert Date]

Point of Contact: [Insert name, phone, email]

\*\*\*\*\*







# MG SPROUTS REGISTRATION FORM

University of Georgia Cooperative Extension in \_\_\_\_\_ County is offering MG SPROUTS to youth in age 6-8 This literature-based exploration of gardening offers participants the opportunity to learn more about plants, gardens, and their benefits.

Each of the six sessions is led by Master Gardener Extension Volunteers. Parents or guardians are encouraged to bring participants to the meeting site and stay in the general vicinity of the activities, but are not required to participate.

DATES:

TIME:

LOCATION:

COST:

\_\_\_\_\_ Yes! I would like my child to participate!



## PARTICIPANT INFORMATION

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

I certify that my child is participating in 4-H with my knowledge and consent. I give permission for my child's images, likeness, and voice to be used by the Board of Regents of the University System of Georgia by and on behalf of the University of Georgia in print or electronic form.

\_\_\_\_\_

PARENT OR GUARDIAN Signature and date

\_\_\_\_\_

Printed Name

## FOR OFFICE USE ONLY

\_\_\_\_\_ received \_\_\_/\_\_\_/\_\_\_

\_\_\_\_\_ check # \_\_\_\_\_ amount \$ \_\_\_\_\_

\_\_\_\_\_ 4-H Code of Conduct



# Program Participation Sign-In Sheet



**UNIVERSITY OF GEORGIA**  
**EXTENSION**

Activity: \_\_\_\_\_  
Location: \_\_\_\_\_

Educator: \_\_\_\_\_  
Activity Date: \_\_\_\_\_

Thank you for participating in a program with UGA Cooperative Extension. We attempt to obtain information from individuals with whom we work to assure that we are offering our educational programs, assistance, and materials to all people and appreciate your help in this matter.

	Name	Email Address	Race*	Gender**	Hispanic***
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					

\***A**=Asian, **B**=Black or African American, **N**=Native American Indian or Alaska Native, **P**=Native Hawaiian or Other Pacific Islander, **T**=Two or more races, **W**=White  
**\*\*M**=Male, **F**=Female  
**\*\*\*Y**=Yes, **N**=No

The University of Georgia College of Agricultural & Environmental Sciences (working cooperatively with Fort Valley State University, the U.S. Department of Agriculture, and the counties of Georgia) offers its educational programs, assistance, and materials to all people without regard to race, color, religion, sex, national origin, disability, gender identity, sexual orientation or protected veteran status and is an Equal Opportunity, Affirmative Action organization.



# GEORGIA 4-H CODE OF CONDUCT

4-H'ers Name: _____	County _____	
Address: _____	Phone _____	
School: _____	Grade: _____	Year: _____

## BEHAVIOR STANDARDS

The Georgia 4-H Code of Conduct is valid for one year and applies to all activities coordinated through Georgia 4-H.

- 4-H'ers are expected to attend all sessions as part of a planned program exhibiting positive character and behavior including (but not limited to) trustworthiness, responsibility, respectfulness, caring, citizenship and fairness.
- 4-H'ers are expected to be responsive to the reasonable requests of leaders and respectful of the needs for their personal safety and the safety of others.
- 4-H'ers should dress appropriately, use appropriate language and respect the rights of others.
- 4-H'ers may not behave recklessly or in a manner which prohibits others from participating in the program in the manner intended.
- 4-H'ers may have access to technology at UGA/CES offices and facilities. Technology use is for educational purposes. 4-H'ers may not access inappropriate websites or materials.
- Realizing these guidelines are not "all inclusive" the University of Georgia Extension staff and volunteers reserve the right to make adjustments to these policies.

## CONSEQUENCES OF MISBEHAVIOR

4-H'ers and adults who observe a breach in the Code of Conduct must report the misbehavior to the appropriate leader. The leader will complete an incident report and determine the next steps regarding the incident.

*If 4-H'ers are found participating in actions listed below, during 4-H events, law enforcement or other legal authorities may be notified and may lead the review and consequences related to the incident.* In these incidents, 4-H'ers may be removed from the event and suspended or expelled from future 4-H participation. These behaviors may include, but are not restricted to:

- Possession or use of illegal drugs
- Possession or use of a weapon
- Assault or harassment
- Inappropriate sexual behavior

*4-H'ers who participate in these actions outside of the program may also be removed, suspended, or expelled from future 4-H participation.*

*If the 4-H'er is found participating in the actions listed below, 4-H leaders may be notified and may lead the review and consequences related to the behavior.* 4-H'ers misbehaving will have the opportunity to explain their actions to leaders in charge of the activity and may request a review board. The person coordinating the event may also convene a review board for the purposes of determining what has occurred and what disciplinary action should be taken. A review board will consist of one Extension faculty or staff member, two volunteers and three 4-H members. The Extension faculty member coordinating the event will serve as chairperson. In some cases, incidents are deemed serious and may be referred to law enforcement or other legal authorities.

If the 4-H'er receives consequences from the leader or through the review process, his/her parents/guardians may be notified; the 4-H'er may be sent home at the parents' expense and may be suspended from participation in 4-H events. Suspensions may be up to one year. If a 4-H'er wishes to appeal the decision of the review board, the 4-H'er must appeal in writing through the County Extension office. Appeals must be filed within 10 days of notification of the disciplinary action. The appeal is sent to the Program Development Coordinator of the 4-H member and the State 4-H Leader for ruling by the State 4-H Leader. Following any disciplinary review, the person coordinating the activity will provide written notification to the appropriate parties including but not limited to the 4-H'er, his/her parent/guardian and his/her county Extension faculty member.

- Breaking curfew or disturbing the peace
- Unexcused absences from the activities or premise of an event
- Unauthorized use of vehicles during the event
- Reckless or inappropriate behavior
- Use of foul or offensive language
- Possession or use of alcohol or tobacco
- Possession or use of e-cigarettes or other vaping devices
- Breach of the 4-H Code of Ethics
- Remaining in the presence of those who are breaking the 4-H Code of Conduct
- Theft, misuse or abuse of public or personal property
- Possession of fireworks
- Distribution, misuse, or abuse of over-the-counter, homeopathic, including supplements and vitamins, or prescription medications

## PARENT/GUARDIAN & 4-H'er AGREEMENTS Release Waiver of Liability and Covenant Not to Sue

I have read the Georgia 4-H Code of Conduct and agree to participate fully in all aspects of program activities. I understand the standard of behavior and agree to maintain such during 4-H programming.

\_\_\_\_\_  
4-H'ers Signature

\_\_\_\_\_  
Date

I have reviewed the Code of Conduct and agree to all of its provisions. For the sole consideration of the Cooperative Extension Service's arranging for participation in 4-H programming, I hereby release and forever discharge The University of Georgia, the Board of Regents of the University System of Georgia, their members individually, and their officers, agents and employees from any and all claims, demands, rights and causes of action of whatever kind that I may have, either on my own behalf or in my capacity as a legal representative of my child, arising from or in any way connected with my child's participation in 4-H. I further covenant and agree that for the consideration stated above I will not sue the Institution, the Board of Regents of the University System of Georgia, its members individually, its officers, agents or employees for any claim for damages arising or growing out of my child's participating in the program. I understand that the acceptance of this Release, Waiver of Liability, and Covenant not to sue the Board of Regents of the University System of Georgia shall not constitute a waiver, in whole or part, of sovereign immunity by said Board, its members, officers, agents, and employees. I certify that my child is participating in 4-H with my knowledge and consent. I have read and understand all of the above policies. I also give permission my child's images, likeness, and voice to be used by the Board of Regents of the University System of Georgia by and on behalf of the University of Georgia in print or electronic form.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Phone

VALID FOR ONE YEAR FROM DATE OF SIGNING

Revised June 2019





**Georgia 4-H Medical Information & Release Form**  
*This form should be completed prior to each 4-H event.*



EVENT: \_\_\_\_\_ Date(s) of EVENT: \_\_\_\_\_

**4-H'ers Information**

Name \_\_\_\_\_ County \_\_\_\_\_

Address \_\_\_\_\_

Date of Birth \_\_\_\_\_ Grade \_\_\_\_\_ Gender \_\_\_\_\_ Preferred Phone \_\_\_\_\_

**Parent/Guardian Information**

Name: \_\_\_\_\_ Preferred Phone: \_\_\_\_\_ Alt. Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_ Text: \_\_\_\_\_

Name: \_\_\_\_\_ Preferred Phone: \_\_\_\_\_ Alt. Phone: \_\_\_\_\_

**Please list the names of two adults other than parent/guardian who may be contacted in case of emergency.**

Name: \_\_\_\_\_ Preferred Phone: \_\_\_\_\_ Alt. Phone: \_\_\_\_\_

Name: \_\_\_\_\_ Preferred Phone: \_\_\_\_\_ Alt. Phone: \_\_\_\_\_

**Medical Information**

*The following information is requested in case of accident or illness to better treat your child.  
The information is optional and not required for participation.*

Name of Physician: \_\_\_\_\_ Phone: \_\_\_\_\_

Date of Last Physical Examination: \_\_\_\_\_ Drug Allergies: \_\_\_\_\_

Other Allergies: \_\_\_\_\_

Describe any recent illness or injury: \_\_\_\_\_

Describe any pre-existing conditions: \_\_\_\_\_

Describe any other circumstances that would help leaders or medical professionals in working with the 4-H'er: \_\_\_\_\_

**PARENT/GUARDIAN AGREEMENT:**

I understand that should a health problem arise, I will be notified but that if I can not be reached by telephone, such medical treatment, including surgery, as deemed necessary by competent medical personnel could be rendered; that such necessary information may be released for insurance purposes and that I understand the limitation of the coverage as indicated below. Furthermore, I am aware that participation in 4-H programming includes risk including, but not limited to, transportation to/from events, sports and recreational games, ropes courses, water activities, hiking, as well as risks that are not foreseeable. For the sole consideration of the Cooperative Extension Service's arranging for participation in 4-H programming, I hereby release and forever discharge The University of Georgia, the Board of Regents of the University System of Georgia, their members individually, and their officers, agents and employees from any and all claims, demands, rights and causes of action of whatever kind that I may have, either on my own behalf or in my capacity as a legal representative of my child, arising from or in any way connected with my child's participation in 4-H. I further covenant and agree that for the consideration stated above I will not sue the Institution, the Board of Regents of the University System of Georgia, its members individually, its officers, agents or employees for any claim for damages arising or growing out of my child's participating in the program. I understand that the acceptance of this Release, Waiver of Liability, and Convent not to sue the Board of Regents of the University System of Georgia shall not constitute a waiver, in whole or part, of sovereign immunity by said Board, its members, officers, agents, and employees. I certify that my child is participating in 4-H with my knowledge and consent. I have read and understand all of the above policies. I hereby grant permission for my child's images, likeness, and voice to be recorded in any media during this program and to be used by the University of Georgia and Georgia 4-H on behalf of the Board of Regents of the University System of Georgia in any publications, media, or technology now known of or hereby developed in the future for any lawful purpose whatsoever without further permission from me. I understand I will not be compensated further for use of these recordings.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Over the Counter & Prescription Medication Summary**



**4-H'ers Name** \_\_\_\_\_ **County** \_\_\_\_\_

Parent/guardian should list any over-the-counter medication that may be given to the 4-H'er in case of illness. In addition, list any/all medication routinely taken by the 4-H'er including prescription and over the counter medications.

**Check Yes or No to indicate if you allow your child to receive the following medications while participating in 4-H programming.**

1. Administration of Acetaminophen (Tylenol ®) or Ibuprofen (Motrin ® or Advil ®) at an age appropriate or weight appropriate dose for discomfort, pain, or fever  
Yes No \*\*\* Parent/Guardian will be contacted if student's fever is 100° F or higher.
2. Antacid liquid or Antacid tablets for indigestion/minor stomach discomforts and at an age appropriate dose  
Yes No
3. Diphenhydramine (Benadryl®) for symptoms of allergic reactions, insect stings, or rashes at an appropriate dose  
Yes No
4. Sore throat relief spray for sore throat  
Yes No
5. Cough Drops for coughing  
Yes No
6. Itch and rash relief cream/ointment for minor skin irritations  
Yes No
7. Lubricating eye drops for eye irritations  
Yes No
8. Oral pain relief gel for tooth/mouth discomfort  
Yes No
9. Triple antibiotic ointment for minor skin abrasions/wounds  
Yes No

**Please list any prescription, over-the-counter, or homeopathic medications your child is currently taking. This information is necessary if your child is to be treated by a medical professional.** Examples: Claritin, vitamins, etc. If the following medication should be administered during this event, complete the Georgia 4-H Medicine Form. Any medications brought to a program must be in its original container, unexpired, and clearly labeled with the 4-H'ers name. Youth may not share any medication with others.

**All medications** should be turned in to program/activity leaders at the program start and should accompany a Georgia 4-H Medicine Form. Any exceptions to this (such as an inhaler for asthma or an epi-pen for allergic reactions) must be verified with a 4-H staff member prior to the event.

Medication	Condition being treated for

I am the parent/guardian of \_\_\_\_\_ and give permission for the medications listed to be administered as directed. By signing below, I am agreeing the information is currently correct. I agree to notify 4-H immediately in writing should any of this information change. I also understand that I will be notified if my child distributes or shares any prescription, over-the-counter, or homeopathic medication, or if my child is found to be in possession of any medications not listed on this form.

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**









## 3 B's

At MG SPROUTS we agree to

*Be Respectful*

*Be Responsible*

*Be Safe*



## Vocabulary Helper

*(Sometimes it can be hard to find the right words.)*

### Session 1 ***Sunflower House***

- Sow - to plant
- Guaranteed - promised or assured
- Tinged - a slight degree of coloration
- Mammoth - very large
- Bulging - filled to overflowing

### Session 2 ***Jack's Garden***

- Sprouted - just begun to grow out of the seed
- Seedling - what you call the little plant just after it sprouts
- Blossomed - grew flowers

### Session 3 ***Compost Stew***

- Stew - a dish made of several things cooked slowly in a pot
- Rot - decay
- Clod - a clump of soil that's stuck together
- Recipe - directions of how to make something

### Session 4 ***The Ugly Vegetables***

*(see resources for printable cards for Chinese vegetables)*

- Wriggle - make twisting movements
- Aroma - a smell
- Cai - Chinese word for vegetable

### Session 5 ***Plantzilla***

- Plant food (fertilizer) - something we use to help plants grow
- Symbiotic - living together to benefit both
- Metamorphosis - change to another form
- Commotion - disturbance or lots of noise

### Session 6 ***The Tree Farmer***

- Responsible - in charge of something
- Consider - think about carefully
- Steward - someone who takes care of something
- Marvelous - wonderful or good!



# KWL Sheet Tally



Session _____ KWL Sheet					
PARTICIPANT (FIRST NAME ONLY)	KNOW	WANT	LEARNED	TOTAL	DIFFERENCE
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					

*As each session KWL sheet is completed, please take a moment to evaluate the sheet based on the evaluation rubric below. For each sheet, assign points for items in each row (Know, Want, Learned) per page. Transfer the total numbers to the results sheet. Return the sheet to the local Agent sponsor for reporting.*

KWL Evaluation Rubric			
Points	K	W	L
3	Uses many appropriate vocabulary words and concepts of what plants need to grow Clear ideas	Thoughtful questions about plants At least 3 questions At least one questions begins with "how" or "why"	All vocabulary is defined correctly Some examples provided for vocabulary Includes accurate and detailed information from the lesson
2	Uses some vocabulary and concepts Clear ideas	Mostly thoughtful questions At least 2 questions listed	Most vocabulary is defined correctly No examples provided Includes explanation of information contained in the lesson though they may not be complete or entirely accurate
1	No use of vocabulary words or concepts Unclear ideas or blank	One or no questions are listed or is blank Questions are silly or not on-topic	Definitions severely incomplete or incorrect No examples provided No explanations or blank





# MG SPROUTS Session Report



Session Leader: Please complete this form after each meeting and return it to the Extension office. Attach the Program Participant Sign-in Sheet for this session. The MG Sprouts Project leader will use this information to complete the Master Gardener Activity Report for the six-session project.

Project Name: MG Sprouts

Session # \_\_\_\_\_

Session Date \_\_\_\_\_

Who was present? Indicate the number who were:

\_\_\_\_\_ Adult volunteers

\_\_\_\_\_ Youth

\_\_\_\_\_ Parents/Other Adults

VOLUNTEERS THIS SESSION	HOURS	
	TEACHING	PREP/SUPPORT
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		

Value of materials or monetary donations this session:

Other notes:

This form was completed by: \_\_\_\_\_





**Master Gardener Extension Volunteer Educational Activity Report MG SPROUTS**

(To be completed by committee chair or project coordinator only)

- 1. Program/Activity/Event Title: \_\_\_\_\_
- 2. Lecture Title(s): \_\_\_\_\_ (if a presentation was given)
- 3. Location: \_\_\_\_\_
- 4. Activity Begin Date: \_\_\_\_\_ Activity End Date: \_\_\_\_\_
- 5. Total Contacts Face to Face: \_\_\_\_\_
- 6. Target Audience Totals: Homeowner \_\_\_\_\_ Youth \_\_\_\_\_

	Male	Female
White		
Black		
Asian		
American Indian		
Pacific Islander		
Hispanic		

- 7. Audience Demographics (if known):
- 8. Supplemental Data:
  - a. Hours of instruction per participant (formal teaching time): \_\_\_\_\_
  - b. Number of sessions or classes taught: \_\_\_\_\_
  - c. Total length of program (teaching & non-teaching time): \_\_\_\_\_
  - d. Total adult volunteers participating in activity: \_\_\_\_\_
  - e. Total volunteer hours worked (all volunteer hours combined): \_\_\_\_\_
  - f. In-Kind support (\$ value, if known): \_\_\_\_\_
  - g. Funds Donated (\$ value, if any): \_\_\_\_\_

- 9. Sign-in volunteers involved with activity & hours worked (use back if more space is needed):
  - a. \_\_\_\_\_ Hours: \_\_\_\_\_
  - b. \_\_\_\_\_ Hours: \_\_\_\_\_
  - c. \_\_\_\_\_ Hours: \_\_\_\_\_
  - d. \_\_\_\_\_ Hours: \_\_\_\_\_
  - e. \_\_\_\_\_ Hours: \_\_\_\_\_
  - f. \_\_\_\_\_ Hours: \_\_\_\_\_
  - g. \_\_\_\_\_ Hours: \_\_\_\_\_
  - h. \_\_\_\_\_ Hours: \_\_\_\_\_
  - i. \_\_\_\_\_ Hours: \_\_\_\_\_
  - j. \_\_\_\_\_ Hours: \_\_\_\_\_
  - k. \_\_\_\_\_ Hours: \_\_\_\_\_
  - l. \_\_\_\_\_ Hours: \_\_\_\_\_
  - m. \_\_\_\_\_ Hours: \_\_\_\_\_

- 10. Items to include with form (check what you have included):
  - Publicity for the program i.e. copy of news articles, letters sent, promo brochures, etc.
  - Sign in sheets
  - Evaluation forms
  - Follow up articles or reports
  - Other supporting information \_\_\_\_\_

Comments that will be helpful in future programs (use back of form) Volunteer Sign-in & Hours worked on date:

