



Community Food and Garden Network

Food & Garden Activities for Kids



*These kids proudly show off the harvest they'll take home to their families
at the Troy Gardens- Kids Garden program in Madison, WI.*

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Worm Composting

Contributed by Ashleigh Ross

Worm composting is a great way to show kids and adults how worms perform their job. It is an especially easy and relevant activity that can be kept going for years with little effort.

Supplies:

- Red wiggler worms
Get them free from Growing Power in Milwaukee. Also, many people in Madison have worm bin at home. So ask around, someone will have worms to share!
- Rubber maid or wood container
Make sure to drill holes in the top for airflow and bottom for drainage.
- Bedding
This can be strips of newspaper, compost, or coconut hulls.
- Kitchen scraps
Fruit, vegetables, and egg shells are great! But stay away from meat and cooked greasy foods.

Assemble bin:

1. Make air and drainage holes in the container.
2. Put in the bedding and make sure it is moist but not wet. They can also survive in above freezing temperatures but prefer 50-77 degrees Fahrenheit. (This type of worm lives underground so you are trying to simulate that environment.)
3. Bury some food.
Worms like to eat just about everything but the smaller the form the easier it is for them to eat. Some people recommend letting the food compost on its own before it is put into the worm bin. They also like coffee grounds and egg shells.
Add worms
4. To keep the smell down make sure that there is a layer of bedding that has no food particles in it covering the surface.

The worm castings are an excellent fertilizer, and can be used for garden or house plants. But they are more concentrated than compost- so use a spoonful or two per plant.

There are many resources on the web and at the local library that can answer your worm composting questions. One good book is "Worms Eat My Garbage" by Mary Appelhof.

All About Worms

Contributed by Megan Cain

Supplies:

Active Worm bin

"Diary of a Worm" book by Doreen Cronin

Vegetable scraps

1. Read Diary of a Worm by Doreen Cronin
 2. Ask the kids if they think worms are good or bad for the garden? Why?
 3. Take a worm out of the worm bin and talk about its parts and functions:
(compiled from <http://www.urbanext.uiuc.edu/worms/anatomy/index.html> - great website for a visual explanation)
- Worms have top and a bottom just like us – its called the anterior and the posterior
 - If you look at my body under a magnifying glass, you will see a lot of little rings across the entire body . . . looks kind of like corduroy or a lot of rings connected together. These rings are called segments. When a worm is all grown up, it will have 120-170 segments. On the first segment is the mouth and on the last segment is the anus—sort of like the beginning and the end. If you had a microscope and looked really, really closely at each segment, you will see something that looks like a bunch of small hairs or bristles. These bristles are called setae (pronounced see-tee) and they help the worm move. Worms have four pairs of these bristly hairs on each ring or segment.
 - At the very tip of the head, you will see a flap of skin that hangs over the mouth. It is called the prostomium. It keeps stuff that worms don't like from getting into their mouths. It is kind of like your upper lip. Right under the prostomium is the mouth. Worms have mouths big enough to grab a leaf and drag it around.
 - Worms' feel a little bit wet or slimy. They need moisture to survive. They do not have bones or arms, or legs, or eyes, or teeth; they just feel sort of squishy.
 - When they are a few weeks old you will notice a light-colored band forming near the front end. This is the clitellum. The clitellum will someday help to form cocoons. New baby worms will hatch from the cocoons and it will have a family.
 - Worms have five hearts!

- It takes a lot of work to get where they want to go. They don't move very quickly, but think about how fast you would go if you had to slide around on your tummy.
- Worms do not have lungs, they breathe through their skin. They take in oxygen through the skin and it goes right into their bloodstream. Their skin must stay wet in order for the oxygen to pass through it, but if they are in too much water they will drown.
- They can tell the difference between light and dark . . . pretty good for someone who does not have eyes. They have cells in the front part of my body that are sensitive to light. This is called light sensitivity.
- The earthworm is responsible for a lot of the things that help make our soil good enough to grow healthy plants and provide us food.
- Worms help to increase the amount of air and water that gets into the soil. They break down organic matter, like leaves and grass into things that plants can use. When they eat, they leave behind castings that are a very valuable type of fertilizer.
- Having worms around in your garden is a real good sign that you have a healthy soil.

4. Other Fun Worm Facts:

- There are approximately 2,700 different kinds of earthworms.
- In one acre of land, there can be more than a million earthworms.
- The largest earthworm ever found was in South Africa and measured 22 feet from its nose to the tip of its tail.
- Worms can grow a new tail, but not grow a new head if they are cut off.
- Baby worms are not born. They hatch from cocoons smaller than a grain of rice.
- If a worm's skin dries out, it will die.
- Worms can eat their weight each day.

Talk about what things a worm likes and doesn't like to eat (likes veggie scraps, newspaper, cardboard, doesn't like meat, eggs, greasy foods).

Have veggie scraps that the kids can feed to the worms.

Open the worm bin and explain what happens.

Let the kids stick their hands in and feel around.

Have them pick out a worm to hold, look at and get to know. (They can even think of a name if they'd like.)

Have the kids put the worms back, close up the bin.

Talk a little about composting and how we don't need worm bins to compost. Some people just put their vegetable scraps in their backyard and it

decomposes. Many times the worms will find the pile and start to live in it.

Fruit and Veggie Stamping

Contributed by Ashleigh Ross

This is a great activity to let kids know that not only are veggies fun to grow and good to eat but also great for activities! Most vegetables will do, especially: Brussels sprouts for a rose shape, broccoli for trees, apples for a star and potatoes can be carved into shapes and designs. Some of the fruits and vegetables will need to be cut in half and some can be used whole. The important thing is to experiment with things from the garden.

Supplies:

- Stamp pads (a variety of colors will be more fun, but even red and black look nice)
- Fruits and Vegetables
- Construction Paper (can be cut in half then folded to make greeting cards)
- Paper towel (for blotting moisture off of fresh cut veggies)
- Knife (for cutting and carving out potato shapes)

Set up the ink and stamps and have fun! This can be a quick activity or kids can get creative designing their own stamps for a longer session.

Living Locket

Contributed by Olbrich Botanical Gardens

This is a very quick and easy activity that is used best when there is a large volume of children coming through but not staying for long, or it can be used at the beginning of the planting season with kids who can transplant the living locket with you outside.

Supplies:

- Pea seeds
- Little Ziploc bags
- Yarn
- Cotton ball
- Water

Have kids pick out a pea seed. Then dip a cotton ball in water and ring it out a little so that it is not soggy. Put the cotton ball and the pea seed in the bag and use the yarn to make a necklace out of it. Have the kids wear the necklace for a week or two under their shirt and the pea will sprout. Then the sprout can be planted outside.

Farmer in the Classroom

Contributed by WI Homegrown Lunch and MACSAC

Main Themes:

- Farmers are Real people
- Farming is a great profession
- Interdependence between farms and cities (“No Farms, No Food”)
- Locality – Local Food Systems
- Seasonality
- Where food comes from

Introduction:

- Remember to be Enthusiastic, Proud, ‘out there’ – initial impression important
- Introduce self, farm
- Describe farm, what you grow, where, who works there, who buys what you grow, how you grow
- Can have pictures or a display
- Talk about your passion, what you love about farming, what the challenges are
- What do kids do on your farm? What might they do?

Engage the kids somehow:

- Tell a story about an amazing thing that happened on your farm
- Describe ‘A Day in My Life on My Farm’...
- Sing a song – do a sing-a-long
- Do ‘Apple Exercise’ to explain importance of sustainable farming
- Talk about what your own kids (or other people’s kids) enjoy about your farm

Invite their farm stories:

- Farmer market stories-
Been there?
What did you buy?
Why is there a market rule about only Wisconsin-grown products being allowed at market and the growers themselves needing to do the selling important? -- To support local farmers.
- Gardening stories
- “Have you been to a farm?”
“If you could visit a farm, what kind would it be? What would be there?”

Active, Engaging Piece:

(Described in more detail below.)

- Vegetable ‘Seed to Harvest’ Game (K-5)
- Food System Game (grades 2-5)
- Agriculture ‘Memory’ or ‘Concentration’ (grades K-2)
- ‘Get to Know Your Vegetable’ activity (K-5) – less active

Apple as Soil Activity

Contributed by MACSAC

Purpose:

Demonstrate the importance of the soil and the farmers’ job to care for it, in a visual way.

Need:

Whole apple

Small knife

Containers for apple slices

(And one for scraps if you decide to eat the apple)

Description:

Explain that one of the most important jobs of a farmer is to take care of the soil. Ask kids, “Why is taking care of the soil so important?” Direct their answers toward the fact that most of our food begins with the soil – either grown on it or plants eaten by animals that we eat and get milk and eggs from. Explain that you want to use this apple to show how important soil is.

Hold up a whole apple and say you’re pretending that the apple is the whole world. You need their help to figure out how much of the earth/apple we can use to grow our food on.

First ask, “What covers most of the world?” Talk about how water covers $\frac{3}{4}$ of the earth. Follow up with, “Can we grow food in the water?” Yes, fish and seaweed, but that’s it. Slice the apple so you have $\frac{1}{4}$ left.

Then, “what are some other areas in the world we can’t grow food?” Desert – cut off a slice from the $\frac{1}{4}$. Mountains – cut off another slice. North and south poles, arctic (too cold) - another slice. Cities including buildings, roads, our homes, (yes...we have gardens and can grow lots of great food, but can’t grow food for everyone there.) Cut off another slice. Highways – cut off another slice. Places that are too polluted to grow food on - another slice. Hold up the teeny slice left and explain that we only grow food on the very surface of the earth where soil is. Then shave off the skin of the apple slice – this is what we have to grow our food on.

Hold the “soil” up and marvel at what a small portion of the earth we have to grow our food on. How important of a job farmers have to take good care of this! (You can mention with older kids that some farmers do a better job than others and that we all have an important role because we choose what food we buy and that can have an influence on how this soil is treated. You can also talk about how

erosion washes tons of the soil down our rivers every year.) Main point is that it's an important job to take good care of the soil – and that's what a farmer's main job is, caretaker of the soil.

Food System Game

Contributed by MACSAC

Purpose:

Portray and discuss 3 different food systems. Learn about different ways we get our food, and how that affects the players and food in each system.

Supplies:

Name/picture tags for: truck drivers (3), farmers (3), grocery stores (2), warehouses (2), farmers market stand (1), customers with 'money' (3)

Small box of produce

Animal crackers in baggies of 10

Extra animal crackers for snacks at the end

3 Food Systems:

❶ WI farmer taking produce to market stand to sell; customer/eater buys it.

❷ WI farmer taking produce into local grocery store; customer/eater buys it.

❸ California farmer loading produce onto truck, truck delivers to warehouse, another truck takes to another warehouse, another truck gets it to the grocery store, and customer/eater buys it.

Description:

Announce that "we need some performers for a play," and make clear that not everyone will get to be in the play. But it's important that everyone pays attention because we're going to talk about this afterward, and we'll need everyone's help then. Also, ask that no animal crackers get eaten until after the play is over, and reassure them that there are enough for everyone to have a snack.

Start with Farmer-Farmer's Market scenario:

Have two kids come up and put on 'farmer' and 'customer' tags. Set the scene that this is a Wisconsin farmer who's taking their food to the market. Then hand 'money bag' (baggie w/ 10 animal crackers) to customer and instruct them to pay the farmer for their vegetables – it costs 9 animals, they keep one. Review how much the food cost and how much money the farmer got. Ask how fresh this food is (very fresh!). Thank performers, applause, and then they take a seat.

Next, Farmer-Store scenario:

Have three new kids come up and put on 'farmer,' 'store clerk' and 'customer' tags. (It's nice to make sure girls play the farmers more often than the boys

to work off any stereotypes). Set the scene that this is also a WI farmer who has worked hard all season growing their food and is now bringing it to a grocery store. Ask kids, "how many of you get your vegetables and other food at the grocery store?" Instruct farmer to give produce to clerk and instruct clerk to then sell the produce to the customer for 10 animals (whole bag). Customer takes produce and hands over bag. Then ask kids, "what about the farmer? Do they need to get paid? How much?" This is interesting because kids usually either, 1) overvalue the clerk's role and pay the farmer 2 or 3, or 2) most often their sense of fairness (compliment them on this) kicks in and they want to split it half and half. So we get into a conversation about who worked harder on that produce and end up giving the farmer 7 or 8 animals. Review how much it cost the customer and how much \$ the clerk and farmer got. Ask how fresh this food is (maybe very! maybe a few days). Thank the performers; remind them not to eat their animals yet, applause, and then they sit.

Lastly, California farmer to store scenario:

Invite 8 kids to come up and assign all the roles lining them up facing the group in this order: farmer, trucker, warehouse worker, trucker, warehouse worker, trucker, store clerk, customer. Customer gets baggie w/ 10 animals. Scene is that the California farmer has worked hard to grow this food and is now going to sell it, but it needs to get all the way to the store in Madison. Instruct farmer to load box of produce onto the 'truck.' A trucker then takes it to a warehouse in CA where it gets sorted and stored for a day. Then, onto the next truck and onto another warehouse in Minnesota where it sits another day. Then, onto another truck (have kids passing produce on to one another) which brings it to the store, who then sells it to customer. Customer pays 10 animals. Now pose question, "does the farmer get any of the money? How much should they get?" Kids always have an opinion on this, it's great! "Do we just give the rest to the farmer? Do any of these other people need to get paid?" Have some discussion about this and end up passing the money down the whole line with clerk taking 2, and each warehouse and trucker taking 1- leaving the farmer with 3. Review how much everyone got paid, and how much farmer got. Ask how fresh this food is (at least 3-4 days before it even gets to store – well-traveled food). Thank the performers, applause, sit, and then distribute animals to everyone so everyone gets 2-3. Collect tags.

Discussion:

Ask for general reactions to the different plays.

What did they notice?

We're they different or the same? How so?

What was different for the customer?
How much did the food cost and how fresh was it?
What was different for the farmer?
How much did each farmer earn?
Talk about what an old carrot feels like compared to a fresh one (rubber vs. crisp) – which do they like to eat better?
Ask them which of the 3 plays represents how most of us get our food?

I always put myself into this at the end, and mention as a farmer what way I'd like to be able to sell the food that I grow. My biggest preference is the market. Ask kids, "why?" (Talk to customers, earn more money.) Next, is directly to the store. "Why?" (I like working with clerks at the store, local store so may know some people buying my food, still make pretty good money). "Why not the last play?" (\$ not good, don't know who gets my food, kind of wasteful since some will go bad, etc.).

Ask which way they would like to buy their food if they could choose.

Vegetable 'Seed to Harvest' Game

Contributed by MACSAC

Purpose:

Get kids engaged in fun, tactile activity with food. Familiarize kids with different vegetables. Teach kids about connection between seed and plant and food.

Supplies:

Vegetables (variety so each kid gets one)
Index cards
(Print the name, glue or tape a picture of each vegetable from a seed catalog and corresponding seeds to the card. Use potato eyes and cloves instead of seeds.)
Vegetable snacks
(Carrots, golden beets, & celeriac sliced up)
Napkins and small plates (for snack)

Examples of vegetables:

potatoes (gold flesh, blue, purple, red), onions (red and yellow), garlic, winter squash, tomatoes (I had canned tomatoes since it was November), carrots, beets (red and gold), celeriac, parsnip, radish, turnip, rutabaga, bunched herbs. This was winter so I focused on winter crops, plus most stored well between presentations.

Activity:

Spread a tablecloth on a small table and spread the vegetables onto your 'field' ahead of time so it's

ready. Explain that now all the kids get to pretend they are farmers. They have prepared their soil, planted their seeds, weeded and watered, and are now ready to harvest. Pass out vegetable cards to all kids (make sure you have enough for everyone!). Explain what they mean- each card has a vegetable to match out in the 'field'. In groups of 3-5 have kids 'harvest' their vegetable and bring it back to their seat to look at; help kids who need assistance identifying their vegetable. When everyone is back sitting and talking about what they found, start throwing out some questions.

"Look at the seeds on your card. Raise your hand if your seeds are really tiny." Ask what their vegetable is and marvel that a tiny seed can grow into such a large crop

"Who has a big chunk of something on their card instead of seeds?" Talk about potatoes and garlic, marveling at all the different kinds of potatoes.

"Who has a weird-looking round vegetable?" Talk about celeriac.

"Who has a jar of something?" Talk about the season for tomatoes and how we preserve foods to have during the winter.

The main thing here is to marvel at the wonder of how food grows, celebrate all the different kinds of foods we have, and acknowledge there are different foods for different seasons.

Collect all the cards and vegetables. Announce that it's snack time! Pass around slices of carrot, golden beets, and celeriac (sliced very thin so it is easier to try out). It's absolutely amazing how willing the kids were to try all of them. Praise their willingness to try them out, but no problem if they don't.

An Agricultural Version of 'Memory' or 'Concentration'

Contributed by MACSAC

Purpose:

To introduce the seasonality of local produce and the concept of a CSA. This is a fun follow-up to introducing the veggies.

Supplies:

Seed catalogs with colorful pictures
Scissors
4 boxes for "CSA BOXES"
Markers
Construction paper
Stamps or stickers
Glue
Lamination machine (optional)

How to make the game:

STEP ONE-making the playing cards

There will be 4 different sets of matching cards- one for each season (spring, summer, winter, and fall.)

Designate a different color construction paper for each season. Cut out 30 identical 5" (or whatever size you want) squares for each season.

Stamp a picture or place a sticker on the back side of each card, creating identical playing cards for each season. Be creative find an interesting image that will associate that deck of cards with the season they represent.

30- 5" green (spring) + stamp of a sprouting plant
30- 5" Yellow (summer) + stamp of the sun
30- 5" Orange (autumn) + stamp of a leaf
30- 5" Blue (winter) + stamp of a snowflake

STEP TWO- putting the faces on

Pick out 15 veggies for each season that a member might find in their CSA box (both common and unusual). Cut out 2 pictures of each veggie and glue them to 2 separate cards from the same deck. (For example: 2 pictures of Pumpkins would be cut out then glued to 2 separate Orange cards for Autumn.) Then, write the name of each vegetable under its picture.

Take the cards to a copy shop to be laminated and then cut.

Finally separate the cards by their season and place into a box (recipe boxes work great) and label the 4 boxes "CSA BOX".

How to play:

Talk about CSA farming. Then discuss with the students the 4 different seasons of the year and how, because of the weather of those seasons, different foods are locally available during different seasons. They already understand this to some degree: "When are pumpkins available?"

Divide the class into 4 groups. Then, explain to them that each group is a farm crew on a different farm. The first thing they need to do together is come up with a name for the farm they work on. Now that they can work well together they have a task to accomplish together. They must harvest the CSA BOX! The boxes are different for each season so we have 4 different boxes. Each team will have a chance to harvest for each season, but assign a starting season to each team.

Then, hand out all the boxes and explain to the students to lay out their cards face down in rows (no peeking☺). This is your field. It's time to Harvest! Explain that the game is played just like "memory". When they are done harvesting and the CSA BOXES are full, one crew member can deliver the CSA box to the next table. When that is done and a new seasonal box is on their table they can play again!

Discussion: During and Afterwards you can discuss new vegetables they were introduced to. What was your favorite food season and why? What are some dishes you can make for each season?

Get To Know Your Vegetable Activity

Contributed by MACSAC

Purpose:

This is a quick way to introduce and discuss a wide variety of vegetables.

Supplies:

Box of variety of produce (potatoes, onions, garlic, winter squash, parsnip, carrots, celeriac, beets, radish, turnip, rutabaga, bunched herbs)

Activity:

Start pulling out one vegetable at a time and ask kids to identify it.

Some things to point out:

- What we mean by 'fall/winter' vegetables
- Seasonality
- Why these are good for fall/winter
- Different kinds of potatoes – over 5,000 potato varieties in world!
- Garlic and potatoes – what part gets planted
- Squash – related to pumpkin, can make pies with it too

Talk about why you like to grow lots of different kinds of vegetables:

- Variety for me
- Variety for the gardens
- Keep the bad bugs a little mixed up by switching around what grows where.

Paper white Bulb planting

Contributed by Ashleigh Ross

This is one of the first activities I started with and it is extremely easy. It is especially good for people who have more serious challenges but can be great with any group. The Paper whites are forced, so they provide blooms just when you need it most, at the tail end of winter!

Supplies:

Potting soil
Containers (3 or 4 inch pots)
Paper white bulbs

Pass out the containers, and bulbs. Put the soil in large tubs in the middle of the table. Have everyone fill their container about half full. Make sure when planting that the root part is on the bottom and the shoot is pointing up. Have everyone put the bulb in the middle then fill the rest of the container with soil. The shoot should be sticking out of the soil. If the

plants will be staying on site, have everyone water their bulb. If they will be taking them home tell them to water them when they get home.

Seed Starting

Contributed by Ashleigh Ross

This activity can be done from February to May depending on the seeds being used.

Supplies:

Seeds
Potting Soil
Containers
Trowel
Watering Device

Seeds used could be tomatoes, broccoli, squash etc. Potting Soil costs about \$8 for a large bag, containers could be scavenged from last years gardening supplies or created from things around like Styrofoam containers and newspaper.

Activity:

Give everyone one container to start with. Put pan full of potting soil in the middle of the table. Give everyone spoons or a trowel if they need it. Have participants water the soil to the consistency that it will hold shape if squeezed but will not drip excess water. Tell Participants to fill container with soil. Pass around a dish with seeds. They will plant the seed to the specified depth on the label. Make sure the seeds get the right amount of water and sun.

Pizza Garden

Contributed by Ashleigh Ross

When designing a garden for kids, it can be fun to have a theme! Possibilities include: pizza garden, salsa garden, butterfly garden, and gardens from around the world. The pizza garden is a good place to start because the ingredients are popular and you can actually make the garden in the shape of a pizza with the slices being different ingredients.

Prepare a large circle for planting and make walking paths that meet at the center and form the edges of the slices. Plant each slice according to what you have on a pizza: tomatoes (different colors and sizes), basil, oregano, onions, garlic, peppers, broccoli and spinach. Be creative and let the kids pick out the toppings.

When everything is ready, invite their families for a homemade pizza party direct from the garden!

Pickles

Contributed by Megan Cain

This activity is for making refrigerator pickles. No canning is necessary.

Supplies:

Containers (I use deli containers that I buy from the Willy St. Co-op bulk section)
Dill seed
Salt
Mustard seed
Medium sized cucumbers
Garlic
Vinegar
Water
Cutting Boards
Knives
Large Bowl
Compost Bucket
Recipe sheet

Directions:

Have kids cut up cucumbers and put them in a large bowl. (Show them different ways to cut the cucumbers- spears, rounds, etc.). Have a few kids peel and chop garlic. Sprinkle salt and dill over them (approximately 1 tbsp. of salt and 1 tsp. of mustard seed for each 3 cucumbers.) Toss to coat the cucumbers. Give one container to each child. Have them put ½ tsp. of mustard seed, a few peppercorns and a pinch of garlic into their containers. Instruct them to fill their containers with cut up cucumbers. Fill containers the rest of the way with water and vinegar at a ratio of 2 parts water to 1 part vinegar. Put on lids and shake. Let the kids know that the pickles will taste best if they leave them in the fridge over night before eating them. They will last 2 weeks or so. Hand out a copy of the recipe to take home.

Natural Dyes

Contributed by Peggy Cooper

Choose any of the following:

Onion Skins (creates a nice golden yellow color or red violet depending on type of onion)
Cooked beets (creates red orange)
Raw beets (creates red violet- shred put in gauze and use gallon sun method)
St Johns Wort (picked flowers put in vinegar makes a rosy violet red)
Calendula and Marigold (nice yellow or orange-pour hot water over blossoms)
Goldenrod (put in cheesecloth, gauze, or muslin)
Comfrey root (good blue)
Blueberries
Indian corn husks (red violet)
Plantain (yellow- harvest whole plant)

Window warming method:

Put generous onion skins in a gallon jar
1 tbsp. Salt
2 tbsp. Vinegar
½ gallon of water
Stuff the jar with wool. Put in the gallon jar in a sunny window. 3 days later the wool will be dyed.

Boiling water method:

Toss onion skins in boiling water. After they have boiled for a while (20 minutes), throw in wool. Turn off heat and let sit for another 20 minutes. (Wrap any flowers in gauze or cheesecloth before adding to boiling water, because flowers will mess up the wool.)

Always add vinegar and salt to preserve. Vinegar and salt are natural preservatives. This is not as effective as the commercial preservatives that are harmful to the environment (mostly metals such as copper, iron, aluminum.)

Play around with it! Everything that makes a stain is a potential dye. Most dyes that children wear are over stimulating, natural dyes are much more nurturing. Most plants make yellow- find out how many different kinds of yellow you can make.

“All teaching is relationships-making connections.”
Peggy Cooper is a retired teacher who has been involved with all ages and grades from kindergarten to college level. After 36 years she is still involved in mentoring Waldorf teachers in Wisconsin. She makes handmade natural dolls.

Garden Salve

Contributed by Ashleigh Ross

Supplies:

Olive Oil
Beeswax
Jars
Small containers for finished salve
Strainer
Flowers or herbs

Some suggested flowers and herbs are Calendula, Comfrey, Sage, Chamomile, and Rosemary. These can either be grown in your garden or purchased dried. Other oils you can use include coconut, almond and vitamin E. Essential Oils are also good for adding extra scents.

Directions:

Add the flowers or herbs to a jar of oil and let it sit for several days or months. This will allow the colors, flavors, and scents to transfer to the oil. When you are ready to make salve, strain the flowers and herbs out of the oil. On low, heat oil and grated beeswax together in a small pot. When the beeswax has melted, pour the salve into small containers. Leave the containers until the salve is set.

Flower Prints

Contributed by Theresa Schroeder

Supplies:

Paper
Paint
Fresh cut flowers
Fresh cut weeds

Directions:

Take fresh cut flowers or weeds and dip in paint. Press onto paper.

Smashing Flower Prints

Contributed by Theresa Schroeder

Supplies:

Real flowers
Leaves (in the fall)
White construction paper
Plastic sheets
Hammer

Directions:

Arrange picked flowers (or leaves) on the white construction paper. Cover with clear plastic. Hit flowers with a hammer. Colors from the flowers will make prints on the paper.

Handmade Papermaking

Contributed by Theresa Shroeder
Art Therapist at Focuscorp

Paper products:

Newspaper
Typing paper
Napkins
Construction paper
Tissue paper

Supplies:

Sponge
Window screen & wooden frame
Plastic basin (large enough to totally immerse frame)
Blender
White felt
Liquid starch (optional)
Lavender or herbs

Select type of paper you would like to work with (you can use more than one). Rip into small pieces and soak in water (over night if possible). Put paper strips into blender with water. Run blender slowly at first and then increase the speed until the pulp looks smooth and well blended. Make the mold by stretching the window screen over the wooden frame and stapling it on. Fill the basin about halfway with water. Add three blender loads of pulp. Stir the mixture. Add in lavender or herbs. Stir 2 teaspoons of liquid starch into pulp (optional). Place the mold into the basin. Level it out while it is submerged. Gently lift out until it is just above the water level. Wait until most of the water has drained. When the mold stops dripping, gently place one edge on the side of a fabric square (felt). Gently ease the mold down flat, with the paper directly on the fabric. Use the sponge to press as much water out as possible. With care, remove the mold and place paper and felt on cookie tray. Repeat, and continue to stack paper and felt on top of one another. Place a piece of felt on the last stacked sheet and press out any remaining water. With care, separate the sheets. When dried, peel off the fabric and enjoy new scented paper.