

The following activity directions can be cut and pasted on to 4x5 index cards or printed directly onto card stock and cut out.

You be the judge!

(Variety Rating Activity)



1. Taste one variety of _____.
2. Rate the variety on taste, using the “Rate this Variety” form. Be sure to write the crop name and variety name on each form.
3. Using the “Rate this Variety” form and the gardener statement provided, rate the variety on ease/reliability, yield, and overall.
4. Optional: Write a few words about this variety in the space for reviews (use what you know and your imagination!)
5. If time permits, repeat steps 1-4 with each variety. Then compare your ratings with the others in your group. Add up the ratings and find out: What was the favorite variety overall? Least favorite? Tastiest? Least tasty? Most difficult to grow?
6. After some discussion, decide as a group which variety you would choose to grow in your garden.

Veggie Vote

Background: Your school has just received a grant to start a small vegetable garden. You have to make good use of your space, and only have room for one variety of each crop. You want to convince the others in your school garden group to vote for your variety “candidate.”



1. First, pick one envelope to open.
2. As a group, read through the descriptions and pick a “candidate” to support.
3. Using the photo, descriptions and reviews available and your imagination, create a one paragraph campaign to convince your school garden committee that this is the best variety to grow. Be persuasive!
4. Write the name of your winner and your “campaign speech” on a piece of paper.
5. Once you and the other groups are done, take turns giving your campaign speech to the whole group. If you chose different candidates, which speech is more persuasive? Take a vote and find out!

Clip, cut, create: A Biodiversity Collage



1. Browse through magazines, selecting and cutting pictures that represent biodiversity to you. Think outside the box – Be creative!
2. After everyone has selected 3 or 4 pictures, take turns pasting them on the poster board one at a time.
3. Explain to your group members why you selected each picture as you attach it to the poster.

Leader: As a group, look at the finished work of art. Are there any images that are surprising? If so, can some one explain how these represent biodiversity? What do you notice about the collage as a whole? How would you describe it to someone who can't see it?

Catalog Writers!



1. Select a variety picture.
2. Make up a name for your variety. Spend a few minutes thinking about this – use your creativity!
3. Write an interesting description of your variety on the back of the card. Use clues from the way the variety looks, how it might grow, and why gardeners might want to grow it. Your goal is to capture your customers' attention!
4. Share your “new variety” with the others in your group.

Leader Tips:

- *Start by reading a couple of catalog descriptions so students who are unfamiliar with seed catalogs can get a sense of the writing style and tone.*
- *Once everyone has finished this activity, let the group decide whether they want to hear the actual catalog names and descriptions. If so, ask youth to compare and contrast with their own descriptions. What was similar? Different? Which do they like better? Why? Future career in catalog writing anyone?*

A Favorite Meal



1. Each person shares their favorite meal with the group.
2. As a group, pick one of the meals that you want to “trace.” Nominate a “mapper”.
3. Using an easel (or large sheet of paper), and marker, map out all the ingredients in that particular meal, with a focus on the role biodiversity played in bringing that meal to the table.
4. In addition to thinking about plant biodiversity, consider elements like water, sun, pollination, transportation, etc.

Plants in our Daily Lives

1. Working in pairs, write down 30 items or objects in the room in the “item” column.
2. Think about each item on the list and where it comes from.
3. If plants or any plant part was used in the manufacture of an item, put a check in the “Plants” column. If not, check “No Plants.”
4. When finished, tally up the totals for each column.
5. What did you find? Were your findings what you expected? If not, what was different?



Fact or Fiction?



1. Working in small groups, read the statement:
"Without biodiversity, none of our food could be produced."
2. Discuss within your group whether you think this statement is true (fact) or fiction (false).
3. Make a defense of your position and jot down notes. (Bullet points are fine.)
4. Be prepared to share your rationale with the rest of the class!