

Boston Youth Farm Project

My Grow Journal

Name of my tray: _____ Class number: _____

Private · About 3 minutes

Grow Lab Check-In

Boston Youth Farm Project

Class number _____ Week ○ 1 ○ 4 Date _____

Your teacher reads each sentence aloud. Fill in the plant that shows how true it is for you. There are no wrong answers. Do not write your name.

	Not At All	A Little	Sometimes	Mostly	Totally
1. I feel like I belong at my school.	○	○	○	○	○
2. An adult at school notices when I am not there.	○	○	○	○	○
3. Students in my class help each other.	○	○	○	○	○
4. I get to help with things that matter in my class.	○	○	○	○	○
5. I took care of something this week.	○	○	○	○	○
6. I would try a vegetable I have never eaten.	○	○	○	○	○

BYFP Program Questions

	Yes	No	Not Sure
Have you ever grown your own food before?	○	○	○
Do you know where most of your food comes from before it reaches your plate?	○	○	○
When you eat, do you think about what's in your food and what it does for your body?	○	○	○
Do you feel connected to nature?	○	○	○

How to run it

The Check-In Protocol

Boston Youth Farm Project

Who Reads It	The classroom teacher reads each item aloud. Students answer on a device or on the paper form.
When	Week 1 before planting, and week 4 before harvest. Same items both times.
How Long	About three minutes. One item at a time.
Private Answers	Never by raised hands. Students answer where classmates cannot see.
No Names On Paper	Paper forms carry a class number, not a name. The teacher keeps the number list.
What Is Collected	Six answers on the seed-to-bloom scale, BYFP's program questions, the week, the class.
What Is Never Collected	Names on forms, recordings, home addresses, anything about health or family.
Opting Out	Families can opt a student out with the consent form, or by telling the teacher. A student can skip any item.

Each Item And Its Closest VOCAL Item

#	Check-In item	Closest VOCAL item (not equivalent)
1	I feel like I belong at my school.	SAFEMO3: I am happy to be at our school.
2	An adult at school notices when I am not there.	ENGREL3: My teachers care about me as a person.
3	Students in my class help each other.	SAFEMO10: Students will help other students if they are upset, even if they are not close friends.
4	I get to help with things that matter in my class.	ENGPAR16: Students plan and work on group projects that solve real-world (everyday) problems.
5	I took care of something this week.	No VOCAL item matches. This one is the grow lab's own: responsibility.
6	I would try a vegetable I have never eaten.	Wellness item. Gives "willing to try" a method.

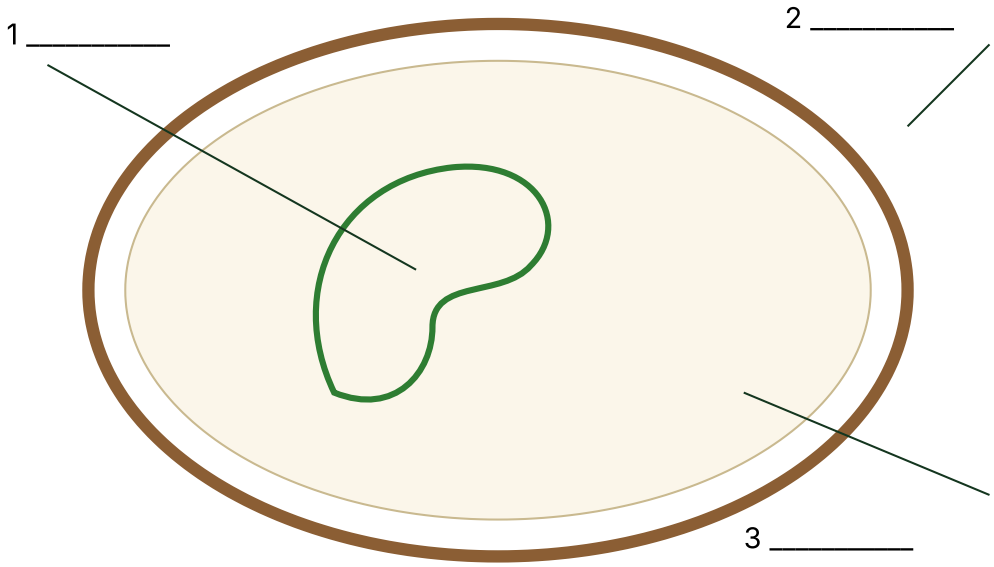
VOCAL stems from the DESE grade 5 survey. Top two steps (Mostly, Totally) count as agreement.

Student Page · Week 1

Anatomy Of A Seed

Boston Youth Farm Project

Class number _____ Date _____ Tray _____



Label: embryo, food supply (endosperm), seed coat. Then explain each in your own words.

Embryo:

Food supply:

Seed coat:

Student Page · Week 1

My Food Story

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Draw a food that is part of your story

Who makes it? When do you eat it?

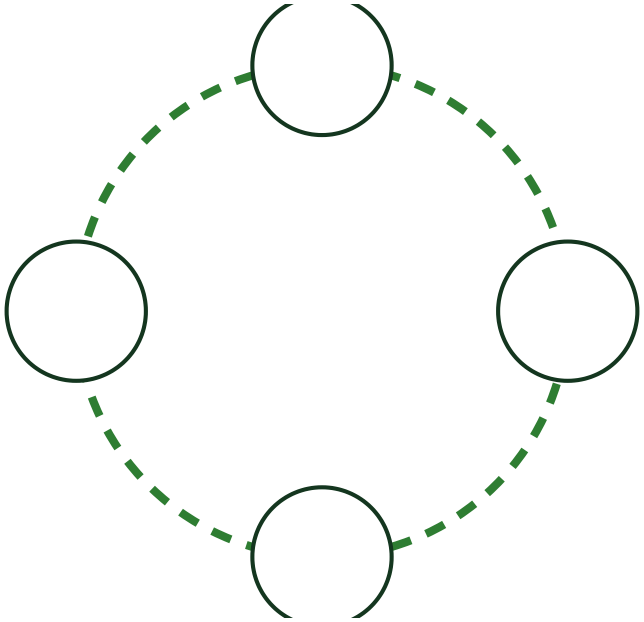
What would it mean to grow something that's part of your story?

Student Page · Week 1

The Lifecycle Circle

Boston Youth Farm Project

Class number _____ Date _____ Tray _____



Write a stage in each circle: seed, sprout, plant, flower and seed.

Which stage are our kale seedlings at right now?

What part of the lifecycle does the food we eat usually come from?

Student Page · Week 1

Photosynthesis Unpacked

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Sun (light energy) + **Water** + **Air (CO_2)** → **Sugar** + **Oxygen**

Draw and label it in your own words

How does our rack support photosynthesis?

Student Page · Week 1

How Seeds Travel

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Wind

Water

Animals

Burst open

If you were a seed, which way would you choose to travel? Why?

Student Page · Week 1

Seed Keepers

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Draw the seed you will keep

Draw what it grows into

Why does variety matter?

What would be lost if we only grew one kind of everything?

Student Page · Week 2

One-Sentence Reflection

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

One sentence. Exactly one.

Student Page · Week 2

Germination Reveal

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

I notice...

I wonder...

What changed? What surprised you?

What happened underground that we couldn't see?

Student Page · Week 2

Grow Journal Design

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Design your Grow Journal cover. Make it say something about you as a grower.

My grower manifesto (3 to 5 lines):

Student Page · Week 2

Root Vs. Shoot

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Root (draw what you see)

Shoot (draw what you see)

Which way is the root growing? Why?

How does the plant know which way is up?

Student Page · Week 2

Eating And Emotions

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Write about a time food and feelings were connected for you.

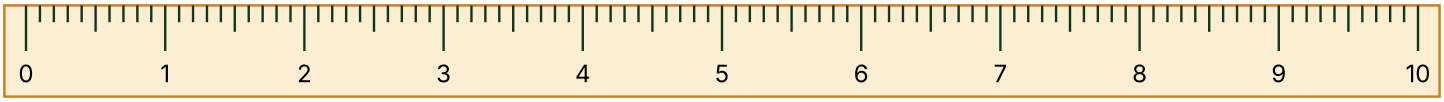
A food that makes me feel good for a long time:

Student Page · Week 2

Growth Rate Analysis 1

Boston Youth Farm Project

Class number _____ Date _____ Tray _____



Put the zero where the plant meets the soil. Read the number at the tip of the tallest leaf.

Date	Tray	Height (cm)	One observation

In one week I think the height will be ____ cm, because…

Student Page · Week 2

Follow The Water

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Draw the water's journey. Mark where our rack fits.

absorption | transpiration | evaporation | condensation | rain

Where did the water in the bag come from?

Student Page · Week 3

Food Origin Mapping

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Our food: _____

Ingredient _____ comes from _____	Ingredient _____ comes from _____	Ingredient _____ comes from _____
Ingredient _____ comes from _____	Ingredient _____ comes from _____	Ingredient _____ comes from _____

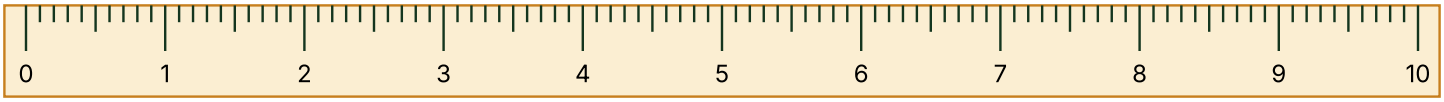
How far did each ingredient travel to get here?

Student Page · Week 3

Growth Rate Analysis 2

Boston Youth Farm Project

Class number _____ Date _____ Tray _____



Tray	Week 2 height (cm)	Week 3 height (cm)	Growth (cm)	mm per day

What might cause some trays to grow faster than others?

Student Page · Week 3

I Am A Grower

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

What does it mean to be a grower?

What have you learned to do that you couldn't do before?

Where else in your life could you be a grower?

Student Page · Week 3

Letter To Future Grower

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Dear Future Grower,

From, _____

Student Page · Week 3

Local Food

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Map it: our school, the closest farm, and where else to find local food

What's different about food grown nearby?

Student Page · Week 3

Even It Out: An Engineering Challenge

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Our fix	What we changed	Prediction	What happened

Did the lagging trays catch up?

What one change would make the fix even better?

Student Page · Week 3

Flowers, Bees & The Seeds We Never See

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Draw the full cycle: seed, sprout, plant, flower, pollinator, new seed.

What would happen to our food if pollinators disappeared?

Student Page · Week 3

Who Gets To Grow?

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Map it: where near our school can people get fresh vegetables?

Does everyone have the same easy access to fresh food?

What could a whole community do?

Student Page · Week 3

Cool Food, Warm Planet

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Foods with a big footprint	Foods with a small footprint

One change I could try, and why it helps:

Student Page · Week 4

Nutrition Detectives

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Food	Ingredients I recognize	Ingredients I don't	What it tells me

If you grew this food yourself, how many ingredients would it have?

Student Page · Week 4

Pre-Harvest Reflection

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Look at your very first observation from Week 1. What has changed about what you pay attention to?

Three things that surprised me over these four weeks:

1.

2.

3.

When I eat the microgreens today, I will be thinking about…

Student Page · Week 4

Teach It Forward

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

1

2

3

4

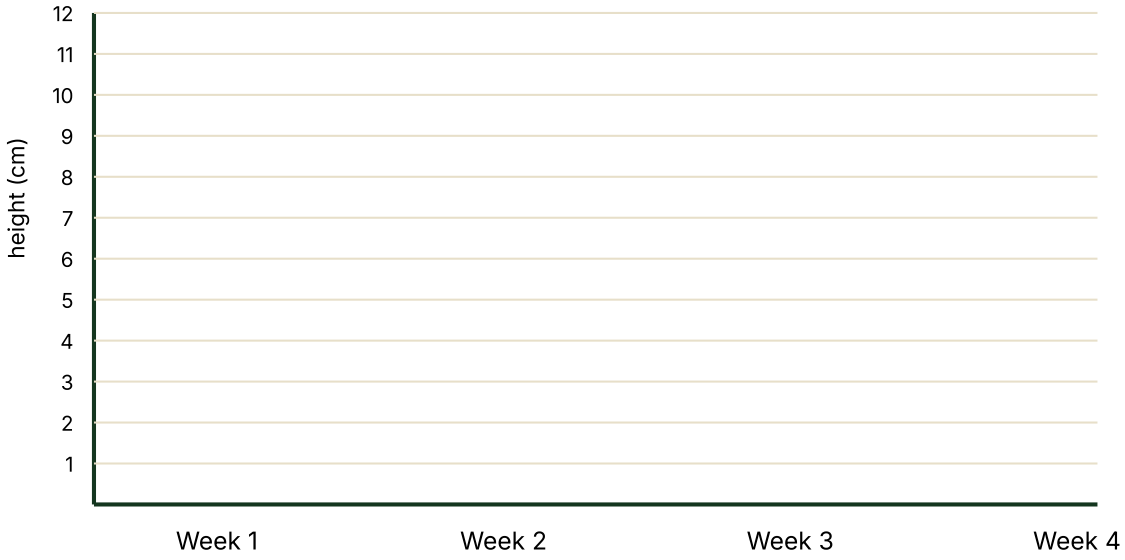
If you had 30 seconds to teach a friend the most important thing you learned, what would it be?

Student Page · Week 4

Data Synthesis

Boston Youth Farm Project

Class number _____ Date _____ Tray _____



Plot each tray's height for every week. Connect the dots with a different color per tray.

Which tray grew fastest? Which week saw the most growth?

My three-sentence data summary:

Student Page · Week 4

The Classroom Farm Stand

Boston Youth Farm Project

Class number _____ Date _____ Tray _____

Our crop	How much we harvested	Who we would share with

Name your farm stand.

What do you think our harvest is worth? Why?

Make your sign