

SAINTS GLOBAL

ACTIVITY PLAN

GARDENING

PHYSICAL CORE

Version 2026.1



Companion to the BRC: a series of one-hour activity sessions for use on weekly activity night or at home. Each session declares which requirements it contributes to.

THE CULMINATING EVENT

The 30–60 day garden plot

Between Session 2 and Session 4, each saint tends his own real plot — bed, container, or raised box — through planting, mid-season care, and harvest. He waters, weeds, pests-checks, and feeds it on his own schedule. He logs each visit on the Garden Journal Worksheet and brings the journal back to Session 4 as the record of his tending period.

OUTDOOR — A REAL GARDEN BED, CONTAINER, RAISED BOX, OR FAMILY PLOT THE SAINT MANAGES ON HIS OWN

SESSION 1 · PHYSICAL CORE

⌚ 60 min target

Hazards, soil, and the first bed

Handle the soil and the tools before you plan a single plant.

SESSION AIM

Saints walk the garden hazards in real space, run a first-aid scenario for cuts, bites, heat, and chemicals, and turn one bed of real soil while learning what the four growth factors are doing in the dirt under their hands. Saints leave with a tool-grip habit, a first-aid response order, and one bed turned and ready to plan.

🎯 WALK AWAY WITH

- Has named the four common garden hazards and held the tools that cause two of them
- Has worked through cuts, stings, heat, and chemical-splash response in order
- Has turned and amended one bed and can name what soil, sun, water, and food do in it

📦 BRING / SET UP

- A real garden bed, raised box, or large container area the group will tend (or one per saint at home)
- Hand tools: trowel, hoe or cultivator, hand pruner, watering can — at least one of each per pair
- A small first-aid kit (bandages, tweezers, antiseptic wipes, electrolyte tablets) for the scenario block
- Three printed scenario cards: tool cut, wasp sting, fertilizer splash
- A bag of compost or aged amendment for the bed work
- Gloves and a sun hat for each saint

🕒 THE HOUR

BLOCK 1 · DISCUSSION Opener — Something you grew

⌚ 5 min

Ask the group: 'What is one plant you have grown, helped grow, or watched grow at home — and what did it ask of you?' Two or three saints share, briefly. Even a houseplant counts. The point is to put gardening in the room as something each saint has already touched. The rest of the hour turns that loose experience into a tended plot.

SESSION 1 · HAZARDS, SOIL, AND THE FIRST BED (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE **Walk the hazards**

⌚ 12 min

1. Walk the garden or tool shed together. Stop at each category of hazard and name it aloud: tools (pruner, hoe, shovel), heat (the sun, the bed in afternoon, water loss), insects (wasps, ants, biting flies), chemicals (fertilizer, pesticide, fuel).
2. At each stop, ask the group what could go wrong and what the first prevention is. Wear gloves on the pruner. Drink water before you feel thirsty. Watch the eaves for wasps before you stoop. Mix fertilizer outside in still air.
3. Have one youth demonstrate proper grip on the trowel and the hand pruner. Thumb on top of the trowel handle, full hand on the pruner with the safety latch released only at the cut. Lock the latch back on before setting it down.
4. Walk the tool shed. Each tool gets stored sharp-end-down or hung on the wall; nothing lies edge-up where a saint can step on it. Make the rule plain — most garden injuries are prevented in the shed, not patched up later.

REQ 1A

BLOCK 3 · ROLEPLAY **Three scenarios — first three actions**

⌚ 15 min

1. Set up three stations with a printed card each: (A) a saint slices the web of his hand on a pruner mid-cut; (B) a wasp stings a saint clearing brush; (C) a saint splashes liquid fertilizer in his eye while mixing.
2. Rotate pairs through all three, four minutes each. At each station, read the scenario, name what is happening, and write the first three actions in order. Assume the church first-aid kit is in the building.
3. Pairs report back. Correct first actions — (A) press the cut clean and elevated, get it under running water, then bandage. (B) scrape the stinger out with a card, ice it, watch for swelling that climbs past the wrist. (C) flush the eye for fifteen minutes under running water before anyone identifies the chemical.
4. Add the second rule on top of the technique: know who to call before you need to call them. EMS for breathing trouble, anaphylaxis, or chemical in both eyes. Parent for everything else that needs more than the kit.

REQ 1B

SESSION 1 · HAZARDS, SOIL, AND THE FIRST BED (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · PHYSICAL Turn the first bed

⌚ 23 min

1. Walk to the bed the group will tend. Each youth picks up a hand tool and works the soil for three minutes before any talk — break the crust, pull weeds, feel what the soil is doing.
2. Stop and gather. Each youth answers two questions about the soil he just touched: is it sand, loam, or clay? Is it dry, damp, or wet? Match what he says to what he sees and feels.
3. Walk the four growth factors against the bed. Soil — what is in it and what is missing. Sunlight — how many hours this bed actually gets, not what you hope. Water — where it comes from and how often. Nutrients — what compost or amendment will go in today.
4. Spread the bag of compost across the bed. Each youth works a portion in with the cultivator, mixing it into the top six inches, not just laying it on top. Rake the surface smooth at the end so the bed is planning-ready.
5. Have each youth point to a place on the bed and explain why a plant there would or would not get what it needs — sun, soil contact, water reach. If he cannot answer, walk him through it before moving on.

REQ 1C

BLOCK 5 · REFLECTION Close — One missing thing

⌚ 5 min

1. Each youth names one thing about his own plot at home that today's session made him notice — a tool he is missing, a hazard he had not thought about, a soil question.
2. Each youth commits to bringing one item or one answer back to Session 2: a sketch of his plot, a soil sample in a jar, or the missing tool.

AT THE CLOSE · DEBRIEF

1. Which of the three first-aid scenarios did you not know the first action for before tonight?
2. What did the soil in this bed feel like that surprised you?
3. What is one thing about your own plot at home that you now plan to fix before next week?

📝 Initial 1a, 1b, and 1c on each saint's BRC after this session. Note any saint who still cannot grip the pruner safely and pair him with a mentor before Session 2.

SESSION 2 · PHYSICAL CORE

⌚ 60 min target

Plan the plot and start the seeds

Plan the plot now so the tending period takes care of itself.

SESSION AIM

Saints build the actual planting plan for their own plot, set up a twenty-seed germination test, and put the first seeds and seedlings in the ground. The session ends with the tending period locked in — start date, check-in cadence, watering plan, and the journal worksheet committed to. Saints leave with seeds in soil and a calendar in hand.

🎯 WALK AWAY WITH

- Has a printed planting plan covering six vegetables and six flowers, with spacing and sun checked
- Has twenty seeds set up in a controlled germination test, dated and labeled
- Has the journal worksheet started, with the plot sketched and the first plants logged
- Has the start of the tending period on the calendar and a check-in plan with the leader

📦 BRING / SET UP

- Each saint brings: the plot sketch and soil sample from Session 1, plus any seed packets and seedlings he plans to use
- Printed Plot Plan & Companion Planting field card (one per saint)
- Printed Garden Journal Worksheet (one per saint)
- Seed-starting trays, paper towels, ziplock bags, and a marker for the germination test — enough for one test per saint
- Pencils, rulers, and a small stake or popsicle stick for each plant going in today
- Watering cans full at the start; one bag of compost or amendment for the bed

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — What's in the bag**

⌚ 5 min

Round the room. Each youth holds up one seed packet or one seedling he brought and names it, where he is putting it, and why he picked it. Thirty seconds per saint. The aim is to see what each saint has actually committed to growing before the session shapes the plan around it.

SESSION 2 · PLAN THE PLOT AND START THE SEEDS (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · CREATIVE **Build the planting plan**

⌚ 20 min

1. Hand out the Plot Plan & Companion Planting field card and the Garden Journal Worksheet. Each youth sketches his actual plot in the sketch box — bed dimensions, north arrow, sun pattern.
2. Each youth picks six vegetables and six flowers for his plot. Three of the vegetables come from seed and three from seedlings. Same for the flowers. Write each into the Planting Record on the worksheet with an S or P next to it.
3. Walk the spacing reference together. For each plant a youth picked, mark his bed sketch with the row and plant spacing. If two plants do not fit, drop one or move it to a container. Plans that ignore spacing fail before sprouting.
4. Apply the companion-planting rules. Each youth checks his plan for at least one helpful pairing and removes any conflict the card flags. Write the pairings or substitutions on the sketch in pencil.
5. Walk the protection plan. Each youth names one pest, one weather threat, and one soil problem for his climate, and writes one safe response next to each in the worksheet margins. Examples: row cover for cabbage moths; mulch for water loss; compost top-dress for thin soil.

REQ 2A

REQ 2B

BLOCK 3 · SKILL PRACTICE **Set up the twenty-seed test**

⌚ 15 min

1. Each youth picks one seed packet for the germination test — usually a vegetable he is sowing from seed, since the rate determines how thickly he should sow the bed.
2. Lay a damp paper towel inside a ziplock bag or on a seed tray. Place twenty seeds in even spacing across the towel. Close the bag, label it with the seed name and today's date, and set it in a warm spot the youth will see daily.
3. Walk what the test measures. A seventy-percent rate means he should sow about three seeds per intended plant in the bed. Below fifty percent, the seed is probably old — get a new packet before sowing the rest.
4. Each youth writes a check-in date on the bag: most seeds show in 5–10 days. The germination box on the worksheet gets filled in when the count is done.

REQ 3C

SESSION 2 · PLAN THE PLOT AND START THE SEEDS (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · PHYSICAL **Get the first plants in**

⌚ 15 min

1. Walk to the bed turned in Session 1. Each youth marks his spacing on the bed with a stake or a finger-line in the soil before any plant goes in.
2. Sow the seeds first. Press each seed in to twice its diameter, cover lightly, firm the soil with a flat palm so the seed is in contact with the dirt, not floating.
3. Plant the seedlings. Each youth digs a hole the depth of the seedling's pot, loosens the root ball with his fingers if it is wound tight, settles the plant at the same depth it grew in the pot, and firms the soil around it.
4. Water in. A slow soak at the base of each plant, not a spray across the leaves. The first watering is the longest one.
5. Log every plant put in today on the worksheet's Planting Record with the date in. The journal starts now, not next week.

REQ 3A

REQ 3B

BLOCK 5 · REFLECTION **Close — Lock the tending period**

⌚ 5 min

1. Each youth writes a watering plan on the worksheet — which days, what time of day, and who covers him when his family travels. A garden that misses a week in July does not come back.
2. Confirm two check-in points with the leader before Session 3 — a photo of the bed and a journal-page snapshot, sent on agreed days. The leader holds the calendar; the youth sends the proof.

AT THE CLOSE · DEBRIEF

1. Which plant on your list nearly broke the spacing or sun rule, and what did you change?
2. How many seeds do you think will come up in your twenty-seed test, and why that number?
3. What is the most likely week for your plot to get neglected, and what is your plan for that week?

📝 *Initial 2a and 2b on each saint's BRC after this session. Mark 3c as in progress — the germination count is logged at the next visit when the seeds have shown. 3a and 3b are in progress through the tending period and confirmed at Session 4.*

SESSION 3 · PHYSICAL CORE

⌚ 60 min target

Mid-tend — pests, water, and the project

Train the second half of the tending period, when most plots get dropped.

SESSION AIM

Saints arrive mid-tend with real plants in real trouble. The session works through identifying five pest or disease problems, demonstrates two organic responses against the actual garden, and builds out each saint's approved project — compost bin, container set, raised box, or hydroponic setup. The session ends with a clear protection plan and a project that is built, not just chosen.

🎯 WALK AWAY WITH

- Has identified five real pest or disease problems on his own plot or the group's bed
- Has applied one organic solution himself and watched it land
- Has his gardening project built or installed, with a maintenance plan written out
- Has the journal logged through the mid-tend visits and a fix list before harvest

📦 BRING / SET UP

- Each saint brings: his garden journal worksheet, photos or actual samples of any plant trouble from his plot, and his picked project plan
- A field guide or printed sheet of the ten most common local pests and three most common diseases (one per pair)
- Hand lens or smartphone camera for close inspection
- Organic response kit: insecticidal soap, neem oil, BT, diatomaceous earth, row cover, and copper tape — one shared station
- Project materials per saint (compost pallets and screws, container set and potting mix, raised-box lumber and brackets, or hydroponic kit) — confirmed by the leader the week before
- Watering cans and a bag of mulch for top-up

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — Plot report**

⌚ 5 min

Round the room: one sentence each. What is alive in your plot, what is dying, what is bigger than you expected? Photos pass around as each saint talks. Anyone who has not been to his plot in more than five days names it now — that gets addressed in the close.

SESSION 3 · MID-TEND — PESTS, WATER, AND THE PROJECT (PAGE 2 OF 3)

THE HOUR — CONTINUED

BLOCK 2 · SKILL PRACTICE Find five pest or disease problems

⌚ 18 min

1. Walk the group bed slowly. Each youth identifies at least one problem from his own plot photos and one on the group bed. Use the field guide to name what you see, not what you guess.
2. Common ones to look for: aphids in clusters on new growth; cabbage moth caterpillars and the holes they leave; tomato hornworm and its frass on the leaves below; squash bug eggs in copper clusters on leaf undersides; powdery mildew haze on cucumber and zucchini leaves; blossom-end rot blackening tomato bottoms.
3. Five total problems get logged on the worksheet — three from the group bed, two from the saints' own plots. For each, note what plant it is on, what stage it is at, and how much of the planting it affects.
4. Pair work: each youth picks one of his five and writes the organic response he would use, before checking the answer. Discuss the answers as a group — agreement is more important than being right on the first try.

REQ 3D

BLOCK 3 · PHYSICAL Apply one organic solution

⌚ 12 min

1. Each youth picks one problem from his five and applies one organic response with his own hands. Pick something he will see again on his own plot — not the rarest problem in the bed.
2. Hand-pick the hornworms or beetles. Spray the soap or neem on the aphids — undersides of leaves, late afternoon, not in full sun. Drop row cover over the cabbage. Top-dress the tomatoes with crushed eggshells for the rot.
3. Walk the trade-off out loud. Organic responses take longer than a synthetic spray, but they leave the bees, the soil, and the saint's neighbor unbothered.
4. Each youth notes the response, the date, and what he expects to see in seven days, on the journal worksheet.

REQ 3D

SESSION 3 · MID-TEND — PESTS, WATER, AND THE PROJECT (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 4 · CREATIVE **Build the project**

⌚ 20 min

1. Each youth pulls out his project plan from Session 2. Project options: a three-bin compost pile from pallets; a container set of five large pots; a 4x4 raised box of cedar or pine; a basic Kratky-method hydroponic jar for lettuce.
2. Walk the build with the group. The compost crew screws the pallets together and starts a brown-and-green layer. The container set fills with potting mix and a transplant. The raised-box crew cuts, screws, and sites their box. The hydroponic crew fills jars, sets the net cups, and notes the water line.
3. Walk the maintenance plan for each. The compost gets turned every two weeks. The containers need water more often than the bed. The raised box needs mulch on top by week three. The hydroponic jar needs nutrient solution refreshed every two weeks.
4. Each youth writes the maintenance plan into the journal margin — frequency, what to check, what to add.

BY TIER

ENTRY

Pick the simplest version of the project — a single compost bin, three containers, or one hydroponic jar — and walk through the build with the leader before starting the cuts or pours.

ESTABLISHED

Build the project at the planned scale and finish it tonight without leader cross-checks on the cuts. Bring the maintenance plan you wrote at home for the leader to read and sign.

MENTOR

Build the project plus help one entry-tier saint through his. Take responsibility for one tool station and pack it up at the close.

REQ 3E

BLOCK 5 · REFLECTION **Close — Last calls before harvest**

⌚ 5 min

1. Each youth names a fix-it list for his own plot before harvest — what is on it, what week, and what tool he needs. Write it into the journal.
2. Any saint who fell off his watering plan resets it now in front of the group. Pair him with another saint to check in on him weekly.
3. Bring the project's first result to Session 4 — first compost turn, first container harvest, first raised-box planting, or first hydroponic head — as the proof the project is real.

AT THE CLOSE · DEBRIEF

1. Which pest on your plot did you not see until tonight, even though it was already there?
2. When you applied the organic response, what felt slower than you wanted it to be?
3. What is one thing about your project that will not happen unless you put it on the calendar this week?

☑ *Initial 3d on each saint's BRC after this session. Mark 3e as in progress — the project gets confirmed at Session 4 once the saint shows it has produced a real result, not just been built.*

SESSION 4 · PHYSICAL CORE

⌚ 60 min target

Harvest and account-for

Account for what the garden gave and what it took, then sign off.

SESSION AIM

Saints arrive with harvested produce, finished journals, and the project's first real result. The session opens with a harvest report, walks through the patience-and-stewardship reflection, makes a tangible decision about who the garden's next harvest is for, and ends with BRC sign-off against the journal evidence. Saints leave with a charge to keep one garden habit and a signed BRC.

🎯 WALK AWAY WITH

- Has brought the harvest, the journal, and the project result and can show the season as a whole
- Has named a specific moment when patience or stewardship was tested and what he did about it
- Has identified one specific person or family the next harvest goes to
- Has a signed BRC and one garden habit to keep through the winter

📦 BRING / SET UP

- Each saint brings: his completed Garden Journal Worksheet, his harvested produce or flower cuttings, photos of the plot at start and at harvest, and the project's first real output
- Half-sheets of paper and pens (one per saint) for the keep-one-habit writing
- A table large enough to lay every saint's harvest out side by side
- BRC printouts for sign-off, signed by the leader at the close
- Open scriptures — Genesis 2 and 1 Corinthians 3 bookmarked for the patience reflection

🕒 THE HOUR**BLOCK 1 · DISCUSSION Opener — The harvest table**

⌚ 5 min

Each saint lays his harvest and the project's first output on the table as he comes in. Go around in one sentence each: what did your plot give you that you did not expect, and what did it cost you that you did not expect? Do not compare; let each saint name his own plot.

SESSION 4 · HARVEST AND ACCOUNT-FOR (PAGE 2 OF 3)

☰ THE HOUR — CONTINUED

BLOCK 2 · DISCUSSION **Walk the journals**

🕒 15 min

1. Pair up with a saint who tended a different kind of plot. Six minutes each — one talks, the other listens. Each youth walks his partner through the journal page by page, naming the week his plot was hardest, the week it almost died, and the week it came back.
2. Switch and repeat for six minutes.
3. Confirm the germination test result and the six-vegetable / six-flower planting record against what is on the table. Initial 3a, 3b, and 3c on the BRC for any saint whose journal and harvest both line up.
4. Each youth writes in the journal margin one line about what surprised him most in the tending period. Concrete enough to read in a year and remember.

REQ 3A

REQ 3B

REQ 3C

BLOCK 3 · REFLECTION **Patience and stewardship**

🕒 15 min

1. Sit in a circle. Each youth takes a turn naming one moment in the tending period when patience was tested — slow germination, an attack of pests, a week of bad weather, a vacation that nearly cost him the plot. One moment, one sentence.
2. Read Genesis 2:15 aloud — the man is set in the garden to dress and keep it. Then 1 Corinthians 3:6–7 — one plants, another waters, but the increase comes from God. No commentary, no exposition.
3. Pair-share three minutes each: when your plot was at its hardest, what was the difference between caring for it and trying to control it? Listen for plants we do not own and time we cannot rush.
4. Each youth writes one sentence in his BRC margin connecting the scripture to one moment in the tending period.

REQ 1A

REQ 4A

REQ 4B

BLOCK 4 · CREATIVE **Who the next harvest is for**

🕒 15 min

1. Each youth writes for three minutes on a half-sheet, in two parts. Part A: one specific person or family who the next round of harvest is going to — by name, not 'someone who needs it.' Part B: one garden habit he will keep through the winter even though nothing is growing — tool care, journal, compost turn, soil sample.
2. Each youth reads both aloud. No commentary from the group. The leader listens for who is stretching and who is dodging the specific name.
3. Confirm the delivery plan. The named person gets the next harvest by an agreed date — this week, next week, end of the month — written on the BRC margin so the saint cannot forget the name.

REQ 4A

REQ 4B

SESSION 4 · HARVEST AND ACCOUNT-FOR (PAGE 3 OF 3)

THE HOUR — CONTINUED

BLOCK 5 · REFLECTION **BRC sign-off**

⌚ 10 min

1. Walk the BRC with each saint one at a time while the rest of the group cleans up and packages the harvest for delivery. Confirm each requirement against the journal, the photos, and what is on the table.
2. For 3e, confirm the project's first real result — the compost turned and steaming, the containers with their first harvest, the raised-box planting in, the hydroponic head cut. Built without a result does not count; built and producing does.
3. Leader and saint each sign the BRC. The saint takes the BRC and the journal home together.

AT THE CLOSE · DEBRIEF

1. Which week of the tending period would you skip if you started over, and which week would you double?
2. When you read the scripture against your plot tonight, what part of the work felt different than you had thought?
3. What is the first name on your delivery list, and when does that harvest arrive at their door?

☑ *Initial 1a, 4a, and 4b on each saint's BRC after this session. With 3a, 3b, 3c confirmed against the journal and 3e confirmed against the project's first real result, the BRC should fully sign off tonight.*

HANDOUT 1 OF 2

FROM SESSION 2 — BUILD THE PLANTING PLAN

Plot Plan & Companion Planting

Use the spacing table to set the bed, then check each pair against the companions panel.











GARDENING · FIELD CARD

Plan the plot before you put in the first seed.

Spacing keeps each plant in light and air. Pair plants that help each other; keep apart those that do not.

SPACING & SUN





row spacing · plant spacing · full sun

PLANT	ROW	PLANT	SUN	NOTE
 Tomato	36 in	24 in	6–8 hr	Stake at planting.
 Pepper	24 in	18 in	6–8 hr	Set out after last frost.
 Bush bean	18 in	4 in	6 hr	Sow once soil is warm.
 Lettuce	12 in	8 in	4–6 hr	Bolts when it gets hot.
 Carrot	12 in	2 in	6 hr	Thin once leaves appear.
 Zucchini	48 in	24 in	6–8 hr	One plant feeds a family.
 Cucumber	36 in	12 in	6 hr	Trellis to save space.
 Marigold	12 in	8 in	6 hr	Tuck in beside vegetables.
 Zinnia	12 in	8 in	6 hr	Brings in pollinators.
 Sunflower	24 in	12 in	6–8 hr	Plant on the north edge.




COMPANIONS & CONFLICTS

solid line · helps dashed line · keep apart

PLANT TOGETHER

-  **Tomato + Basil**
Basil keeps hornworms back.
-  **Bean + Corn + Squash**
Beans feed the soil. Squash shades it.
-  **Carrot + Onion**
Onion smell hides the carrots from flies.
-  **Cucumber + Marigold**
Marigold roots deter beetles.

KEEP APART

-  **Tomato — Brassica**
Cabbage family stunts tomato growth.
-  **Bean — Onion**
Onion holds beans back from setting.
-  **Potato — Squash**
Both pull the same nutrients hard.

Rule of thumb: do not plant the same family in the same spot two years running. Rotate tomato, brassica, bean, and root crops in turn.

Mark your spacing on the bed before you set any plant in the soil.

Print this handout for in-person reference during session 2 — build the planting plan.

HANDOUT 2 OF 2

FROM SESSION 2 — GET THE FIRST PLANTS IN

Garden Journal Worksheet

Fill one row per visit. Bring it back signed at Session 4 as the record of the tending period.

GARDENING · WORKSHEET

Keep the journal each week of the plot.

Fill one row per visit. Bring this back signed at Session 4 as the record of your tending period.

PLOT & PLANTING

sketch your bed · list what went in

PLOT SKETCH

north arrow + bed size in feet

PLANTING RECORD

PLANT SEED / SEEDLING DATE IN

Six vegetables + six flowers. Mark S for seed, P for seedling.

WEEKLY LOG

one row per visit · six weeks shown

DATE	WEATHER	OBSERVATION	ACTION TAKEN
Wk 1			
Wk 2			
Wk 3			
Wk 4			
Wk 5			
Wk 6			

SEED TEST & HARVEST

20-seed germination check · what came off the plant

GERMINATION TEST

Seed type _____
 Date started _____
 Seeds planted _____ Germinated _____
 Rate (germinated ÷ planted) _____
 What you think affected the result _____

HARVEST LOG

DATE PLANT AMOUNT SHARED WITH

Write a few honest words each week, even on the visits when nothing changed.

Print this handout for in-person reference during session 2 — get the first plants in.