



WELCOME TO THE GARDEN

Garden

EST. TIME 45 minutes SEASON fall 

GRADE 6 | LESSON #1

? ESSENTIAL QUESTION(S)

- How can I be my best self in the garden?
- How can I be my best for my community?
- How can I be my best for my environment?



MATERIALS

- Any crop from the garden ready to harvest
- Chart paper, easel
- Post-it notes (3 per student)
- Pencils (1 per student)
- Colanders
- Poster-size school year calendar
- Markers
- Handout: *Welcome to the Garden Scavenger Hunt*

Abc VOCABULARY

- Present, Attentive, Aware, Engaged
- Responsibility
- Empathy
- Respect



ASSESSMENT

- Observational checklist

PREPARATION (10 MINUTES)

Write one of the following sentences along the top of 3 pieces of chart paper:

- “How can we be our best for ourselves?”
- “How can we be our best for our community?”
- “How can we be our best for our garden?”

Post chart paper in 3 different places around the garden or classroom.

TEACHER BACKGROUND

The development of expectations for the garden space happens collaboratively with students in this lesson. This is a process that encourages students to reflect on how they impact their own learning, their community, and the environment along with what behaviors they can agree to as a class to ensure their shared goals are met.

LESSON DESCRIPTION

In this lesson, students will observe the peaceful garden area and consider how they will be a part of it. Students will discuss and then share ideas on how they can be the best for themselves, their community, and their environment in this garden space. Then they will have the opportunity to explore and enjoy the space on their own while modeling those behaviors. Introduce the poster-size school year calendar as a tool that students will use throughout the year to track planting, amending soil, harvesting, and the like. At the end of the lesson, students will consider what it looks like to take care of themselves, their community, and their environment in different settings at home and school. These conclusions will serve as enduring understandings throughout the year.

LEARNING OBJECTIVES

Life Skills Learning Objectives

PLS.1 Students are self-aware and show respect for their own needs, the needs of others, and the environment. They practice safe and conscientious behaviors in the garden and kitchen environments.

PLS.2 Students are able to express empathy and caring for themselves, others, and the environment.



Use the lesson template to create your own and share with us!

PLS.3 Students cultivate honest and responsible behaviors that contribute to the learning of the community.

PLS.4 Students are active and engaged learners who show up on time prepared to learn and manage their time wisely.

PLS.5 Students develop the ability to make informed and responsible decisions.

PLS.6 Students actively seek creative and resourceful solutions.

CLS.5 Students participate in the development of agreed upon protocols and behaviors for the garden and kitchen environments.

CULTIVATE CURIOSITY (10 MINUTES) *engage*

1. Lead students to a comfortable sitting position in a central gathering area in the outdoor classroom space (in a circle, if possible).
2. Welcome students to the garden and provide them with a few minutes to breathe, look, listen, and take in the space. Allow each student's voice to be heard by having them say aloud their names and one thing they see, hear, or feel that they believe makes the space special.
3. Lead students to recognizing how peaceful the space is without our interaction. Encourage students to consider how we can interact with the space in a way that enhances it.

ROOT AROUND (10 MINUTES) *explore*

1. Explain to students that as we consider how we interact with this environment, we are also going to consider how we interact with each other and with ourselves.
2. Introduce the following questions about time spent in the garden, each written on a separate piece of chart paper:
 - How can we be our best for ourselves?
 - How can we be our best for our community?
 - How can we be our best for the environment?
3. Provide students with the chance to talk about their ideas for each question as pairs or in small groups. Walk around the groups, listening, guiding, and challenging the discussions while distributing one pencil and 3 post-it notes for each student.
4. Instruct each student to write one idea per post-it note for each of the questions and then stick them to the appropriate piece of chart paper.

GROW UNDERSTANDING (10 MINUTES) *explain*

1. Review responses as a class, adding any additional ideas and defining key terms that were not considered by students, to result in a comprehensive list of answers to the essential questions.

ESSENTIAL QUESTIONS	EXAMPLES
<p>How can I be my best self in the garden?</p> <ul style="list-style-type: none"> • How can we be our best for ourselves? - What does it mean to be self-aware? How can we show respect and caring for our own needs? • How can we make informed, responsible decisions and keep ourselves safe in the garden? • What does it look like to be an active and engaged listener? • Why is it important to show up on time prepared to learn? 	<ul style="list-style-type: none"> • being active and engaged • being aware of our thoughts, feelings, and needs • being in control of our bodies • sharing our thoughts, feelings, and needs, with others • considering the impact of our choices • taking responsibility for our choices • making choices that keep us safe • using tools safely
<p>How can we be our best for our community?</p> <ul style="list-style-type: none"> • How can we show respect, empathy, and caring for others? • How can we keep others safe in the garden? • How can we contribute to the learning of the community? • Why is it important to participate? • How can we work together to seek creative, resourceful solutions and make informed, responsible decisions? 	<ul style="list-style-type: none"> • being present and attentive • being aware of others' thoughts, feelings, and needs • showing empathy for others' feelings • showing respect for others' thoughts • interacting with our classmates in a gentle way with our bodies and language • considering the impact of your choices on others • being honest with others • including all team members in small group work • joining the group for whole group discussions • listening with a still body and attentive eyes
<p>How can we be our best for our environment?</p> <ul style="list-style-type: none"> • How can we show respect and caring for the environment? 	<ul style="list-style-type: none"> • showing caring and respect for all of the living and nonliving parts of the environment • considering the impact of your choices on the environment • making responsible decisions

OBSERVE THE FRUITS (10 MINUTES) *elaborate*

1. Explain to students that they will have time to practice these behaviors as they conduct a scavenger hunt in pairs. Assign pairs. Remind students of the garden boundaries and the callback signal to let them know to return to the group gathering space. Distribute the handout Garden Scavenger Hunt.
2.  As students explore and enjoy the garden area, acknowledge observed behaviors that align with the enduring understandings, such as being active and engaged learners or showing care for the environment. Also, use the observational checklist to assess students' current development of the life skills.

3. Provide the call back signal, and as each student returns to the group gathering space, welcome them by name back into the group.
4. Introduce a poster-size calendar where they'll be recording their planting and harvest dates throughout the year.
5. Have each student share one crop they found that looked ready to harvest.
6. Have students recall what they know about safe food handling practices and add anything important that they may have missed.
7. Choose one item that is abundant and good raw, such as cherry tomatoes, to harvest, wash and enjoy together.
8. Record "Harvested cherry tomatoes" on today's date on the calendar together.
9. At the end of each class hereafter, provide a few minutes for students to record planting, germination, and first harvest dates on the class-wide garden calendar.

REFLECT (5 MINUTES) *evaluate*

1. Review with students the behaviors that they exhibited that aligned with the enduring understandings that they developed together with the goal of being the best for themselves, their communities, and their environment.
2. Together, discuss why these behaviors are so important to a productive, safe, and positive experience in the garden.
3. Share appreciation for each of their individual contributions to the kitchen and to the community, and for their respect for the kitchen. Express excitement for your next time together.



ADAPTING FOR INDOORS

The Cultivate Curiosity, Root Around, and Grow Understanding sections of this lesson can occur inside the classroom in the case of inclement weather. The Observe the Fruits section should take place in the garden area on the next garden day that the weather allows.

CONNECTIONS TO KITCHEN LESSONS

Compare agreements created in **Kitchen Lesson #1: Welcome to the Kitchen** to those created in the garden.

POSSIBLE EXTENSIONS

Community: Compare planting and harvesting calendars with those of local farmers. Volunteer at a local farm to help harvest or glean their crops.

ADDITIONAL RESOURCES

For more information on group management and group development of procedures and parameters, see:

- *Tools for Teaching* by Fred Jones
- *Rethinking Classroom Management* by Patricia Belvel

NAME: _____ DATE: _____

GARDEN SCAVENGER HUNT	
<p>Find a tool you don't yet know the name of. Draw it here. Based on its structure, what do you think it might be for?</p>	<p>Find an organism living in the compost pile. Draw and label it here.</p>
<p>Find the plant with the largest diameter. Measure the diameter and record the plant name and diameter here.</p>	<p>List 5 crops that look ready for harvest here.</p>
<p>Note one thing that has changed in the garden since the last time you were here.</p>	<p>Find a pest in the garden. Identify it if you can. Describe what it's doing here this year.</p>