

Grow a community garden

Subject(s): Science, English

Year(s): 5–6

Learning intention(s)

Students will appreciate the importance of living in a clean and safe environment. They will identify the challenges, solutions and benefits of having a shared garden.

Mapping to curriculum

Strands

- Science – Life and Living, Farming
- English -Speaking and Listening, Reading

Sub strands

Science

- 5.7 Farming and Gardening skills

English

- 5.2 Language for learning and presenting ideas
- 5.3 Reading to find out information

Learning outcome(s)

Science

- 5.7.1 Learn how to do the necessary soil preparation, caring for tools, caring for plants, nursery and transplanting in a practical setting.
- 6.6.1.1 Explain the benefits of gardening.

English

- 5.2.3 Plan, present and evaluate short, prepared speeches on relevant topics, particularly on topic studies across the curriculum
- 6.2.2 Apply a range of strategies to communicate within the school and the local community as appropriate

Lesson Instructions

Adapted from the book ‘The Curious Garden’ by Peter Brown.

This story is about a young boy (Liam) who discovers a used garden on an old railway site. He decides to nurture the plants and develops a flourishing garden. People in the city see what he does and follow his example. As a result, their city becomes a much nicer place to live with inviting outdoor spaces and cleaner air to breathe.

Materials required

- ‘Student Worksheet’ handout – 1 per student (or students can use their exercise books to write out the answers).
- ‘Internet access’ to view the YouTube video (optional).
- Data projector and computer (optional)– to show the PowerPoint slides. (alternatively, 1 set of printed sheets of the PowerPoint slides for the Teacher)

Key Vocabulary

Curious: eager to know or learn something.

Pruning: cutting plants to help them grow better.

Weeds: Unwanted plants.

Sustainability: to maintain things over time

Carbon Dioxide: a gas that we breathe out and plants breathe in

Oxygen: a gas that we breathe in and plants breathe out

Activity 1: Description

1. **Introduce** the lesson and outline what the session will cover.
 - *Slide 2 – The teacher explains what the lesson will be about and what students will be doing.*
 - *Slide 3 - Introduce students to new vocabulary. Ask students to offer some thoughts of their own about the new vocabulary.*
 - *Slide 4 - Explain that these images are of someone's small garden. Ask students to identify some of the plants (broad beans, carrots, strawberries, lavender, roses) and what they might be used for (eg decoration or eating or both). If there is no access to the Powerpoint slide, the teacher conducts a discussion about the plants that are grown in the school grounds or at home.*
 - *Slide 5 and 6 – The teacher poses the questions 'what plants do you see in this slide?' 'What is the purpose of these plants?' 'Do you have a garden?' 'What do you grow in your garden?' - Explain that there are different types of gardens and these images are of community gardens. Ask students to identify some of the plants in the gardens.*
 - *If there is no access to the video, ask students if they know of, or have experience of, a community garden. Ask them to explain how such a garden works eg community members working together in the garden, community members sharing the food from the community garden.*
 - *Slide 7 – Ask students to comment on the images by identifying the differences and similarities and suggesting why the bottom image is significantly different to the other two images. Or ask students about the differences between village and city gardens.*
 - *Slides 8 and 9 – (these images are of school gardens). Pose the question 'how do gardens help the environment?' Encourage students to think about the environmental impact of gardens eg, cleaner air, food to eat, healthier people.*

Activity 2: Description

1. **Discuss** the advantages of having a shared school or community garden.
 - *Slides 10, 11 and 12 – play the story for students. - Engage the students in a discussion about what the message of the story is and what the story is about. If there is no access to the story, facilitate a general discussion with the students about plans in general and how they can be helped to grow strong and healthy. Ask students to make some observations about their gardens at home or school– what vegetables, herbs or fruits are grown there, what plants grow well throughout the year, which plants are easy to grow, which plants are grown from seeds or from suckers or tubes?*
 - *Slide 13 – pose the questions 'would it be possible to have a shared garden at our school?' Based on the responses about home/school gardens, ask the students if there are any challenges, associated solutions and the overall benefits from having a shared garden.*
 - *Slides 14 and 15 - Set the task for students.*

Task(s)

Year 5 task

Working in pairs, students will write their responses on the Student Worksheet (provided) or write the responses in their exercise books. When completed, they display their response sheets on the classroom wall or present their responses orally to the class.

Year 6 task

1. Working in pairs, students will write their responses on the Student Worksheet (provided) or write the responses in their exercise books. When completed, they display their response sheets on the classroom wall or present their responses orally to the class.
2. Still working in pairs, use the responses on the Student Worksheet to prepare a 5-minute presentation to your class peers about the benefits or challenges of having a shared garden at school.

Teacher Supporting Resource

Link to PowerPoint: [Compost Stew Story.pptx](#)

Handout 1: Students' Worksheet

OUR SHARED GARDEN		
CHALLENGES	SOLUTIONS	BENEFITS
1.....	1.....	1.....
.....		
.....		
2.....	2.....	2.....
.....		
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