

The Curious Garden by Peter Brown

This story is about a young boy (Liam) who discovers a disused 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.

Subject(s): Social Studies, Science, English

Grade(s): 5-6

Learning intention(s)

- Students will develop an understanding of how the actions of one person can have an impact on many for the improvement of their community.
- Students will complete a worksheet with a partner on which they will identify challenges, solutions, and benefits of having a shared garden.

Mapping to curriculum

Strands

- Social Studies – Place and Space, Resources and Economic Activities
- Science – Life and Living, Energy and Change
- English – Speaking and Listening, Reading

Sub strands

Social Science:

- 5.6 Solomon Islands in the Region
- 6.5 Using and managing natural resources

Science:

- 5.1 Plant growth
- 5.3 Energy sources and energy changes

English

- 5.2 Language for learning and presenting ideas
- 5.4 Reading for literary purposes

Learning outcomes

Social Studies:

- 5.6.3.1 identify ways people's use of the landscape is influenced by the physical features.
- 6.5.1 Understand the importance of environmental resources in meeting human needs.

Science:

- 5.1.4 understand that the green plant uses the food from photosynthesis by respiration
- 5.3.6 Appreciate that people must use their energy resources carefully

English

- 5.2.3 Plan, present and evaluate short, prepared speeches on relevant topics, particularly on topic studies across the curriculum
- 5.4.2 recognise how particular writers use language to represent different ideas.
- 6.2.2 Apply a range of strategies to communicate within the school and the local community as appropriate.

Lesson Instructions

Materials required

- [YouTube recording](#) of the book
- [PowerPoint presentaion](#) for teachers
- Student worksheet: Refer to Teacher Supporting Resources

Key Vocabulary

Urban: A word to describe places in or near cities, where there are lots of people, buildings, and roads.

Community: A group of people who live, work, or play together in the same area.

Environment: Everything around us in nature—like trees, animals, water, and air.

Green Space: A place in a city or town with grass, trees, or gardens—like a park or playground.

Pollution: Dirty things in the air, water, or land that can hurt people, animals, and plants.

Sustainability: Taking care of the earth by using only what we need, so nature stays healthy for a long time.

Initiative: Doing something helpful without being asked—starting something on your own.

Photosynthesis: How plants make their food using sunlight, air, and water. They also give us oxygen.

Transformation: A big change from one thing to something new or better.

Step 1: Introduction ‘I DO’ – Teacher instruction

Teacher will:

Slide 2- Explain 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 (e.g., decoration or eating, or both)

Slide 5- Pose the following questions to students: 'What plants can you see in this slide?', 'What is the purpose of these plants?', 'Do you have a garden?', and 'What do you grow in your garden?'

Slide 6- 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 students know of, or have experience of, a community garden, ask them to explain how such a garden works, e.g., 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

Slide 8- Pose the question: ‘How do gardens help the environment?’. Encourage students to think about the environmental impact of gardens, e.g., cleaner air, food to eat, healthier people.

Slide 9- Ask students to explain the images on this slide – transfer of gases oxygen and carbon dioxide between plants and humans. Encourage students to use the word ‘photosynthesis.’

Slide 10- 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.

Slide 11- Ask students to identify the things that help plants grow to be strong and healthy

Slide 12- Ask students to comment about anything from these images

Slide 13- Pose the questions: ‘Would it be possible to have a shared garden at our school?’ Ask students to suggest any challenges, associated solutions, and the overall benefits of having a shared garden.

Slide 14- Set the task for students. Organise students into pairs. Students will write and illustrate their responses.

Slide 15- Provide each pair with a worksheet.

Step 2: 'YOU DO' – Challenging meaningful independent tasks

Students will:

Slide 2- Gain an understanding of what the lesson is about

Slide 3- Provide insights into their understanding of new vocabulary

Slide 4- Attempt to identify some of the plants (broad beans, carrots, strawberries, lavender, roses) and explain what they might be used for (e.g., decoration or eating or both)

Slide 5- Respond to questions: 'What plants can you see in this slide?', 'What is the purpose of these plants?', 'Do you have a garden?', and 'What do you grow in your garden?'

Slide 6- Identify some of the plants in the gardens on the slide. Will explain any knowledge or experience that they may have of a community garden. Provide elaboration about how such a garden works e.g., community members working together in the garden, community members sharing the food from the community garden.

Slide 7- Provide comments on the differences and similarities in the images and suggest why the bottom image is significantly different to the other two images.

Slide 8- Respond to the question 'how do gardens help the environment?'. Consider the environmental impact of gardens in their responses, e.g., cleaner air, food to eat, healthier people.

Slide 9- Explain the images on this slide – transfer of gases oxygen and carbon dioxide between plants and humans. Use the word 'photosynthesis.'

Slide 10- View the video of the story. Discuss what the message of the story is and what the story is about

Slide 11- Identify the things that help plants grow to be strong and healthy.

Slide 12- Make a comment about anything from these images.

Slide 13- Respond to the question 'Would it be possible to have a shared garden at our school?' Provide suggestions for any challenges, associated solutions, and the overall benefits of having a shared garden.

Slide 14- Identify a partner to work with.

Slide 15- Ask any questions that they may have about the worksheet. Complete the worksheet with their partner by writing and illustrating their ideas.

Checking for Understanding

Teachers will:

1. Check in with students during the course of the lessons and provide support and guidance.
2. Make anecdotal notes in regard to the work that students are producing, e.g., challenges that students may have with the task, strengths of work being produced.

Teacher Reflection

1. What worked well?
2. What would you like to change next time?

Extension Ideas

Class

1. Share their work with the class.
2. Display their work in the school for others to enjoy.

3. Start their own shared garden! Ask parents and community members to assist.

Whole school

1. Participate in World Environment Day June 5
2. Become involved in the establishment of a shared garden at school.

Teacher Supporting Resources:

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