

Plan a community garden

Subject(s): Social Studies, English

Year(s): 5–6

Learning intention(s)

Students will listen to a story, participate in the shared reading of the story and write a response to the story by completing a sentence pattern. They will also develop an understanding of how communities can work together to create a community garden.

Mapping to curriculum

Strands

- Social Studies – Place and Space
- English – Speaking and Listening

Sub strands

Social Studies

- 5.6 Solomon Islands in the region
- 6.1 Solomon Islands and the World

English

- 5.2 and 6.2 Language for learning and presenting ideas.

Learning outcome(s)

Social Studies

- 5.6.3.1 Identify how people’s use of the landscape is influenced by the physical features
- 6.1.2.1 Identify different ways people have adapted to the physical environment in two different nations in the Pacific region

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 ‘Green Green’ a Community Garden Story by Marie Lamba and Baldev Lamba.

The story celebrates urban gardening and the transformation of city spaces into green, communal areas. It emphasises the importance of nature, community involvement and environmental stewardship.

Materials/resources

- ‘Sentence completion’ handout – 1 per student (Alternatively, students can write the activity in their exercise books)
- ‘Printed Sheets of the PowerPoint presentation slides’ (if no Data projector is available) – 1 set for the Teacher.
- ‘Internet access’ (optional)– to view video
- ‘Data Projector and computer’(optional)– to show the Powerpoint presentation

Key vocabulary

Community: A group of people living together and sharing the same space.

- Planter:** A large container that is used to grow plants.
- Mulch:** Material (such as decaying leaves, bark or compost) that is spread around or over plants to enrich the soil.
- Tamp:** pack or ram something down.

Activity 1: Description

1. **Introduce** the lesson by asking students the question, ‘what do you think that this lesson is going to be about?’
 - o Slide 2 – Explain what the lesson will be about and what students will be doing
 - o Slide 3 - Introduce students to new vocabulary. Ask students to offer some examples from their own experiences to further explain the vocabulary.
 - o Students may suggest some synonyms for the new vocabulary. The teacher writes the words and meanings on the blackboard.
 - o Slide 4 - Pose the question ‘what does a community garden look like?’ Lead a discussion about the images on the slide – what are people doing, what is in the images?
 - o Slide 5 - Ask the students to look closely at this image and explain what some of the plants are and how they could be used.
 - o Discuss: the materials that the planter boxes are made out of, the soil, the mulch (straw), how the plants are held up.
 - o Slide 6 -Pose the question ‘what are people doing in these images?’
 - o Slide 7 - This story is for a shared reading activity. The teacher reads the story to the students and, depending on their reading ability, selects a few students to read some of the pages. The teacher will need to scroll through the pages on the pdf presentation or print enough copies of the story for students to share.

Activity 2: Description

1. **Engage the students in a class discussion.**
 - o After reading the story, the teacher engages students in a discussion about the main points in the story.
 - o Slide 8 – read the list of benefits of community gardens. Ask students if they agree or disagree with the statements on the slide.
 - o Ask students to discuss with a partner some other suggestions to support the view that community gardens are beneficial. Ask students to share their ideas with the class.
 - o Slide 9 – Pose questions such as “What would you need to start a community garden, What physical resources, tools and equipment would you need? Discuss the questions with a partner and write down the responses on a piece of paper to share with the class.
 - o Slide 10 – explain the worksheet to students. They are to write a statement about why their community garden will be important, complete the sentence about 3 things that will be grown in their community garden, and list 3 things that they will need for their garden.

Task(s)

Year 5 task

Work in pairs to design and illustrate a community garden, based on your responses written in the student worksheet. Show how you would divide up the area in the garden and allocate the different spaces to allocate to plants. Label or draw the plants that you would grow in different parts of the garden.

Year 6 task

Write a 60 -80 word paragraph in your exercise book, supporting the creation of a community garden in your neighbourhood. Submit your response to the teacher for checking.

Teacher Supporting Resource:

Link to PowerPoint presentation: [Green Green Story.pptx](#)

The teacher can use the notes below to guide the discussion on the PowerPoint presentation.

Students will:

- Slide 1- suggest what this lesson may be about
- Slide 2- develop an understanding of what they will be doing in the lesson
- Slide 3- discuss what the new vocabulary means and make suggestions for alternative words
- Slide 4- respond to teacher questions
- Slide 5- engage in a discussion about the images on the screen by looking closely at the items photographed
- Slide 6- explain what people are doing in the images
- Slide 7- participate in the reading of the story, if and when confident to do so. Provide a summary of the elements of the story.
- Slide 8- work with a partner to discuss the benefits of having a community garden
- Slide 9- with a partner, discuss the questions that are on the slide
- Slide 10- understand the task that they are to complete. Complete the statement and sentences and illustrate what their community garden will look like
- Slides 11 and 12 provide a link for further information and also some inquiry ideas for students to be engaged in.

Our Community Garden

Our community Garden will be important because

.....

In our Community Garden there will be..... and

..... and.....

We will need and and

.....

This is what our Community Garden will look like

