



Sample Field Trip Lesson Plan Grades 3 - 5

I am a Garden

Communication, Collaboration, Creativity, Critical Thinking

Objective: At the end of this lesson, students will be able to:

1. Communicate broadly how a garden is a type of system.
2. Work with others to investigate part of the garden to determine the overall health of this part of the system.
3. Report back what components make up the section of the garden, what is healthy/unhealthy, how do they know and what might be the cause.
4. Predict what changes will happen going into the next season, (i.e. Winter, what plants and animals will be in the garden, etc.)

Concept - Nature Take-Aways (In - With - For)

A garden is an example of a system that takes what can grow wild and applies structure to create purpose. When maintained and cared for, a garden can provide us with food, medicine, and beauty. To own or care for a garden is to commit to being part of its system.

Hook: Evoke Curiosity & Imagination

What does the word “garden” mean to you? Does a garden exist in nature? (By definition, a garden is set up by humans). What do you think is happening in the garden during this season?

Materials	Activity	Vocabulary
<p>- Garden space</p>	<p>RULES:</p> <ol style="list-style-type: none"> 1. Careful bodies - watch your step 2. Ask before picking 3. Only taste when we tell you it is safe 4. Stick with the group 5. Stay on the pathways 6. There may be bees - (how to move safely around bees) <p>(Before enter garden)</p> <p>Question for prior knowledge:</p> <ol style="list-style-type: none"> 1. Who has heard of the word “system?” Can you explain what a system is or give an example of one? 2. A system is an orderly way of managing, controlling or organizing something. 3. Examples: skeletal system, school system, calendar systems. Can you think of any others? 4. How is a garden a system? (let ideas flow) <p>Did you know? (new info/facts/steps)</p> <p>There are lots of different kinds of garden systems designed for different purposes. What kinds of gardens have you seen or heard about? (let them give you some ideas) ie. food, pollinator, medicinal, seed, flower.</p> <p>(Step into garden)</p> <p>Let’s explore: (Here’s how)</p> <p>Groups of 3-4 kids. Stations numbered, maybe even staked with string to create boundary & numbered. (to make area identifiable and not too big)</p> <ol style="list-style-type: none"> 1. Our garden is set up for diversity - we created a system that allows lots of living things to live together, co-exist. Some plants are here as food, some are medicinal, some are to support bees and pollinators, some are just cool! 2. Can you see any benefit to having a garden with lots of different things growing in it? (get ideas). 3. Today, you will be in small groups 	<ol style="list-style-type: none"> 1. Garden 2. System 3. Structure 4. Pollinator 5. Medicinal 6. Season 7. Diversity

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	<p>assigned to study various parts of our garden system, like a doctor who studies the health of a body.</p> <ol style="list-style-type: none"> 4. Using your senses and keen observation skills, you will report on the health of your part of the garden. What might you look for to determine if the garden is healthy? What might be a sign that it's off-balance or needs help? 5. Everyone in the group must participate and be ready to report back when they hear the duck QUACK: <ol style="list-style-type: none"> a. Describe 5 things that live in your section (plants, insects, etc.) b. Describe something that looked healthy (how do you know) c. Describe one thing that looks unhealthy (how do you know) d. Suggest what might be the cause. <p>Share your experience (Notice, compare, connect)</p> <ul style="list-style-type: none"> • Groups come back together. Each group describes their part of the garden (5 things). • Then, the whole group goes to each station, teams point out what is healthy and how they know and what is not so healthy - how they know and what might be the cause. <p>*At each station, the educator can provide more information about the types of plants, insects, and concepts such as decomposition or the life cycle (if there is a plant that looks like it's dying).</p> <p>Image that (problem to solve): Imagine you were hired to make a change to our garden system. You have to introduce a (let the kids decide) into the system. What would you do to make that work? What might go wrong? How would you fix it?</p>	
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